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ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of October, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics covered by the guides include: bedroom community business, freedom of expression and national security, Sao Tome and Principe, military takeovers, Internet job search, trial terminology, vocal ability and voice strain, hurricanes, and media and justice (October 2-6); future colleges, hurricane damage, Kenya elephant relocation, the Richter scale, union vs. business, self respect, fish venting, gravity, and the three sins of journalism (sensationalism, unverified quotations, and point of view) (October 9-13); the marriage of technology to human need and enterprise (i.e., tele-garden), Tuk Tuk power (Thailand), Million Man March, China's grain king, entrepreneur interviewing, laser guns, and fact vs. opinion (October 16-20); Internet telephone, controlling the Internet, Philippines cartoons, (United States/Russia politics (action/reaction), and perfume wars, media filters (October 23-27); shyness, poem creation, and world emerging diseases and border control (October 30-31). (MAS)

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Louis C. Pugliese

Louis C. Pugliese
CNN NEWSROOM Project Director
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Monday, October 2, 1995

NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	A verdict is in in the "terrorism trial."	4:15	5:25
HEADLINES	FRENCH NUCLEAR TESTS...PORTUGUESE VOTE...	1:00	6:25
AT ISSUE:	World leaders discuss the U.N.'s role in a post-Cold War world.	2:20	8:45
NEWSQUOTE	...from Wright Morris, American author	:20	9:05
FUTURE DESK	What happens to small towns when economic opportunities disappear?	2:45	11:50
THE WORLD	Crocodiles are on the loose in Thailand.	:30	12:20
OUR WORLD	This unusual band is drumming up a great deal of interest.	2:20	14:40
CNN NEWSROOM CLOSE		:20	15:00
CNN NEWSROOM WORLDVIEW OPEN		1:00	16:00
A WOMAN'S PLACE	ISRAEL: Religious law makes unhappily wedded women subject to their husband's choices.	4:45	20:45
HOUSING IN INDIA	Bombay planners hope to use high real estate prices to replace the city's slums for free.	4:10	24:55
JAPAN/KOBE QUAKE	Convenience store videos of the Kobe quake helped to pinpoint the temblor's fault line.	3:50	28:45
AROUND THE WORLD	The world's largest gathering of fire eaters entertained onlookers in Sidney, Australia.	:40	29:25
CNN NEWSROOM WORLDVIEW CLOSE		:35	30:00

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* Examine current immigration policies in comparison with those of the first half of the twentieth century when Turner Adventure Learning explores Ellis Island in "Migration to America," Oct. 19-20. To enroll call 1-800-639-7797. *

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TOP STORY: TERRORISM TRIAL

1. What appeared to be the most convincing evidence for jurors in this trial? If you were sitting on this jury, how might the FBI tape have affected you? What message do you think the jurors were trying to send? Do you think their message will be effective against future terroristic acts? Why/Why not?
2. What conflicts exist between freedom of expression and national security? Distribute the HANDOUT (pg 4). In groups, have students complete Parts I & II. After each Part is completed, reconvene the class to discuss the questions that follow. In Part III, challenge individual students to draw upon what they have learned, as well as on today's TOP STORY, to write a paper in response to this question: Can a free society effectively protect its government from subversion?

AT ISSUE: WORLD FORUM

3. Who were the three leaders invited to the World Forum? What issues did they discuss? What were their opinions? Plan and enact a formal debate for one or more of these issues. RESOLVED: The U.N. can guarantee world peace and safety for its citizens. RESOLVED: Technology can solve the world's problems.
4. What do you think is meant by the suggestion that "China should be brought into the world community carefully"? Briefly, summarize the actions and reactions that characterize the relationship of each of the three nations represented on the forum. How do you think England, Russia or the U.S. would define the phrase "brought into the world community carefully" with regards to China? Explain.

OUR WORLD: STEEL BAND

5. The participants in the steel drum band project, both students and adults, imply that interest in drugs and gangs can be arrested by simply providing kids with interesting alternatives. Do you agree or disagree? Explain. What alternatives would be useful in this way in your community? Divide into groups and formulate a plan for an activity similar to the steel drum project in Washington, D.C., for your town.

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

seditious conspiracy indictments steel drums pans
hard driving diplomacy consensus affirmative action cleric

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* ***** * ***** * * ****** BEDROOM COMMUNITY
DESK: BUSINESS

1. BEFORE VIEWING: On what industries and businesses does your town depend in order to keep it viable and growing? What would happen if these industries and businesses moved, went out of business or down-sized radically? Spend 5 minutes brainstorming ideas to save your town in such an event.

2. AFTER VIEWING: How did Ohio, IL, solve its problem? What might be the pros and cons of this move? Explain. Could any small town save itself in this way? Why/Why not? David George claimed that Ohio's residents saved the town by helping others. How? Review the ideas you brainstormed. Describe actions your town's citizenry could take to implement each of the ideas.

3. Rather than attract businesses and industries to provide a livings for its residents, Ohio, IL, has turned itself into one big business. What is that business? A business plan is a comprehensive written proposal that describes a business and its specific goals and objectives. They usually include a
   a. brief overview of the plan intended to attract the investor's interest.
   b. concise explanation of the company's proposed business, a statement of its distinction and an industry analysis and profile. What was Ohio's business plan?
   c. market analysis, explanation of the product or service, the target market and a marketing plan depicting pricing, promotion, distribution and product strategies.
   d. profit and loss projections, cash-flow estimates for the first 2-5 years and a detailed budget.
   e. management profile describing the experience/background of each employee.

   Using the video and your imagination, try to create the business plan describing Ohio's BEDROOM COMMUNITY BUSINESS.

CHALLENGE: Interview citizens, politicians and business leaders to find out if Ohio's plan would be good for your town. If not, what would be? Outline a plan to improve your town's future based on the results of your interviews.

4. Create an ad campaign to promote your own town as a BEDROOM COMMUNITY. You will need to consider who is most likely to find the plan attractive and pitch your business to that market. Share campaigns and vote to choose the one most likely to succeed.

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

heartland commerce center bedroom town bond issues tax district

STUDENT HANDOUT: FREEDOM OF EXPRESSION AND NATIONAL SECURITY

DIRECTIONS: In today's TOP STORY, we learn that 10 defendants were convicted of "seditious conspiracy," a seldom-used charge. What is this charge? How does the U.S. government deal with subversion while protecting an individual's right to free expression?

PART I. Use your text and other resources to define each crime:

SEDITION:

ESPIONAGE:

TREASON:

SABOTAGE:

DISCUSS: Why are those who commit these acts NOT protected by constitutional guarantees of freedom of expression? Of the 4 crimes defined above, which one most directly challenges the right of freedom of speech?

PART II. The following laws or rulings were designed to deal with the issue of opposition to the government. Choose one of them and conduct research to explain the law/ruling and the circumstances under which it was passed.

Alien and Sedition Acts (1798) McCarran Act of 1950

Espionage Act (1917) Communist Control Act (1954)

"clear and present danger rule" (1919) Smith Act (1940)

DISCUSS: Which of these acts/rules are still in force today? Why were some repealed? How does each hold up to constitutional muster?

PART III. Can a free society effectively protect its government from subversion? Write a paper that draws on your research, as well as on today's TOP STORY in offering your response to this question.

NEWSROOM WORLDVIEW

WOMEN'S PLACE: ISRAEL--ISRAEL: MANNERS AND CUSTOMS; WOMEN

1. What is an "agunot"? What problem do agunots expect their government to solve? Single mothers in America have a similar problem. What is it? (ANSWER: Collecting child support.) Interview local legal experts to discover solutions the U.S. government uses to fight the problem of deserting dads. In small groups, use that information as a basis for a stronger plan to solve the problem of deserting husbands in Israel.
2. What are all the possible problems that Israel's divorce law might cause that nation's women? Prioritize each of these in order of their impact on women's basic human rights.
   a. Read in textbooks and source books about human rights. Work as a class to devise a single statement that illustrates the essence of the term "human rights." Example: the Declaration of Independence distills "human rights" to "life, liberty and the pursuit of happiness."
   b. Write a letter to the Israeli government assessing the nation's divorce law in terms women's human rights.

INTERNET: http://www.undcp.org/unlinks.html (Click on WOMEN)

HOUSING IN INDIA--CITY PLANNING: INDIA; PROFIT: ECONOMICS

3. Explain the concept of "supply and demand" using Bombay's real estate prices as your example. How are Bombay's planners turning this free market principle as a means to a socialist end? Do you believe that the "end justifies the means" in this case? Explain. Work together as a group to predict pitfalls resulting from human nature that planners will have to avoid to achieve their aims. Use your list to create a list of suggestions to avoid these problems.

INTERNET: http://www.bchs.uh.edu/~mdoshi/Bombay

JAPAN: EARTHQUAKE PREDICTOR--GEOLOGY: JAPAN; EARTHQUAKES: FAULTS

4. How did the convenience store videos help to pinpoint the fault line associated with the earthquake in Kobe? Use textbooks on earth science to discover the different ways that the earth's crust can move around a fault, for example, transverse, lateral and reverse. Based on the information gathered from the grocery cart seismology, how did the earth move around the fault associated with the Kobe earthquake? Explain.

INTERNET: http://www.eri.u-tokyo.ac.jp/~http/HYOGO-1995/Hyogo-Nanbu/index-eng.html

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

agunot	rabbinical courts	shantytowns
two-level flat	"red-tapeism"	fault line

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******   ***     ***     *                    Tuesday, October 3, 1995
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**********     ***     *** NEWSROOM _____________________________
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
** TEACHERS:	SOME LANGUAGE IN TODAY'S TOP STORY MAY BE OFFENSIVE TO SOME VIEWERS. PLEASE PREVIEW. **		
TOP STORY	The jury has reached a quick verdict in the O.J. Simpson murder case.	7:45	8:55
HEADLINES	REACTIONS TO FRANCE'S NUCLEAR TESTING...	1:00	9:55
INT'L DESK	A military coup in Sao Tome and Principe has citizens wondering who is in charge.	4:10	14:05
LOOK AHEAD	Next week: INSTABILITY IN SAO TOME	:30	14:35
CNN NEWSROOM CLOSE		:25	15:00
CNN NEWSROOM WORLDVIEW OPEN		1:00	16:00
WOMAN'S PLACE	GERMANY: German women are caught in the middle of reunification economic troubles.	4:40	20:40
HOUSING: THAILAND	Thailand's many trading partners ensure it's economic predominance in Southeast Asia.	5:10	25:50
PERUVIAN RUINS	Ancient ruins found throughout the nation may be lost forever.	3:25	29:15
CNN NEWSROOM WORLDVIEW CLOSE		:45	30:00

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TOP STORY: O.J. SIMPSON TRIAL JURY REACHES VERDICT

1. Why has the action of the Simpson jury stunned those who have been following the trial? What testimony did the jury ask to be reread? What are experts making of the quick deliberations?
2. Does a fast verdict bode well for the defense? Ask students for their predictions based on "signals" they have picked up from media coverage of the jury's quick decision. When the verdict is announced at 10:00 PDT, (1:00 EDT) have students evaluate their predictions.
3. What do you think was going through the jurors' minds last night? Have students review the basic elements of the trial, write a diary/journal entry as a juror in this case for last night and share their work. Ask: What emotions do you think each juror experienced? Discuss.

INTERNATIONAL DESK: SAO TOME COUP

4. Describe the evolution of military rule in Sao Tome, as stated in the video. Distribute the RESOURCE (pg 3) to students to use as background information on this former colony. Then have each student research the political history of one other former colony. Discuss the similarities/differences in evolutions.

EXTENSION: Have students explain/discuss the following statement from the video as it relates to Sao Tome: "My God, we are going to accept something we will probably regret in the future." Can this quote be applied to other former colonies they researched?

5. What impact does military rule have on a nation? Brainstorm a list of countries that have experienced military takeover this century and discuss the kinds of effects such upheaval can create. Divide the class into small groups and distribute a copy of the HANDOUT (pg 4) to each group. Have students
   a. research the effects military takeovers of the countries shown on the chart and others of their choosing.
   b. analyze their findings for discernable patterns.
   c. devise a strategy or solution for the effective reabsorption of displaced military personnel.

   Reconvene the whole group to compare research findings and to discuss their strategies.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

O.J. Simpson Marcia Clark Allan Park verdict form testimony
Fifth Amendment incriminate Ron Goldman Nicole Brown Simpson
prime suspect Rosa Lopez Mark Fuhrman racial epithet
tactical alert verdict acquittal F. Lee Bailey

STUDENT RESOURCE:
DESK: SAO TOME & PRINCIPE

The Portuguese discovered the uninhabited islands of Sao Tome and Principe off the west coast of Africa in the late 1400s. Mostly former convicts and exiles, they established huge sugar plantations ("rocas") on these mountainous and volcanic islands and cultivated them by using African slaves from the mainland.

By the early 1500s, "Sao Tome had become the largest single producer of sugar for the European market." Its plantation system was the model for later systems in the Americas and the Caribbean. Sugar production declined in the 1800s but coffee and cocoa production took its place to become the mainstay of the economy.

From 1530, Sao Tome became a "major transit point for captives" awaiting transport to Brazil's plantations. Sao Tome's slavers' power grew; they even circumvented the reach of the Portuguese royal arm and established a thriving slave trade in Luanda, part of the region now known as Angola. Portugal abolished slavery in its colonies in 1876 but Sao Tome caused an international incident in the early 1900s when it was found to be treating supposed "contract workers" from Angola as slaves.

Political repression, characteristic of the Portuguese government, extended into its colonies. In 1951, all overseas territories were declared provinces, rather than colonies. Political groups and trade unions were outlawed, class distinctions became more pronounced and the disenfranchised were even more so.

Independence movements and armed uprisings erupted all over Portuguese Africa. Sao Tome's Portuguese rulers killed several hundred African workers in 1953 during labor riots, known as the Batepa Massacre. This event gave birth to an independence movement in exile. A 1974 revolution in Portugal ended Portugal's overseas empire and, in 1975, Sao Tome gained its independence, creating and sustaining ties with other former Portuguese colonies.

Officially called the Democratic Republic of Sao Tome and Principe, most of its population lives in Sao Tome. The People's Assembly, whose members are elected every 4 years, approved a new constitution in 1990. Sao Tome and Principe's first President, Pinto da Costa, and his ruling party were defeated in multi-party elections in 1991. Miguel Trovoada, formerly a prime minister and now the country's President, was elected in March 1991.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

Sources: Shillington, Kevin. HISTORY OF AFRICA. NY: St. Martin's Press. 1989; RAND McNALLY WORLD FACTS & MAPS, 1992;

STUDENT HANDOUT: MILITARY TAKEOVER

DIRECTIONS: Research 5 military takeovers to gauge the effects they have had on the country and its people. Two countries have been given; as a group, choose 3 more. Consider the short- and long-term political and economic impacts, as well as the effects on the environment, birth rate and population displacement.

COUNTRY	Military Takeover: date, factions, circumstances	Effects: political/economic, environmental, etc.
Haiti		
Cambodia		

WOMAN'S PLACE: GERMANY--WOMEN: GERMANY; GERMANY--REORGANIZATION

1. Research textbooks and cite statements from the video to compile a Ben Franklin Close to compare/contrast socialism vs. capitalism in terms of the system's impact on its workers.
   a. Discuss: What are the pros and cons of each? What problems might workers from one system encounter if they had to survive in the other system? Consider the unique impact of each system on the lives of women.
   b. Take the role of one of the women in the video. Using statements she made on air, write a letter to government officials in unified Germany expressing your concerns and offering advice about changes that might help solve the nation's women's problems and "your" personal problems.

INTERNET: http://www.undcp.org/unlinks.html (Click on WOMEN)

HOUSING IN THAILAND--BALANCE OF TRADE; THAILAND: INDUSTRIES; ENVIRONMENT

3. You are a U.N. delegate. Take a stand on a scale from 1-5: a) Economic development MUST take precedence over any other concern; b) Economic development MUST NOT take precedence over other national concerns. Sponsor a conference.
   SPEECHES: Ask for 3-5 volunteers representing differing stands to make 1-minute speeches defending their positions.
   QUESTIONS: After this 1st round, open the floor to questions.
   THOUGHT: Consider: Will you change your position or stand pat? Repeat the sequence of speeches, questions, private thought for another 20-30 minutes. Then, write a short essay stating and defending your position using comments from the class debate.

INTERNET: http://www.mahidol.ac.th/Thailand/economy.html

PERUVIAN RUINS--PERU: CHRONOLOGY; ARCHEOLOGY: HISTORIC SITES

4. Use texts and source books to create an illustrated, annotated timeline of the history of human habitation in Peru. An education aphorism states: I hear...I forget; I see...I remember; I do...I learn. You have now portrayed Peru's ancient history at a glance with words and pictures. How much more do you think could be learned by an actual visit to sites named on your timeline? Peruse the INTERNET address below to learn more about archaeological exploration in Peru. Send them an e-mail message supporting efforts to preserve and excavate the nation's most ancient sites.

INTERNET: http://www.sscf.ucsb.edu/SAABulletin/13.3/SAA9.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

reunification socialism vs capitalism constitutional monarchy
teak archaeology tell (huaca) friezes

Wednesday, October 4, 1995

NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	After slightly less than 4 hours the jury in the Simpson murder trial returned with a verdict of "not guilty."	8:00	9:00
WHAT NEXT FOR O.J.?	O.J. Simpson has been acquitted of murder. Now he must face wrongful death civil suits.	:30	9:30
HEADLINES	-U.N. DENOUNCES BOSNIA -MACEDONIAN PRESIDENT NEARLY ASSASSINATED -HURRICANE OPAL HEADS FOR U.S. GULF COAST	1:00	10:30
BUSINESS DESK	More and more major companies are using the "net" to prospect for new employees.	4:10	14:40
CNN NEWSROOM CLOSE		:20	15:00
CNN NEWSROOM WORLDVIEW OPEN		1:00	16:00
A WOMAN'S PLACE	Acceptable roles for women have changed very little in Central Asia.	3:40	19:40
UGANDA: POLITICS	Opposition parties are not illegal in Uganda, they are simply not allowed to operate.	4:40	24:20
FASHION SHOW	Designers in Vietnam staged a once-unthinkable event: a full-fledged fashion show.	:30	24:50
ISRAEL: ARMY	Near Jerusalem, a new program is putting disabled men on military duty.	4:20	29:10
NEWSDATE:	On this date ...October 4, 1957....	:15	29:25
CNN NEWSROOM WORLDVIEW CLOSE		:35	30:00

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* the first half of the twentieth century when Turner Adventure *
* Learning explores Ellis Island in "Migration to America," *
* Oct. 19-20. To enroll call 1-800-639-7797. *
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TOP STORY: SIMPSON TRIAL VERDICT

1. In a criminal trial, a jury must acquit a defendant if there is "reasonable doubt" that he/she is guilty. What do you think is meant by the term "reasonable doubt"? In the Simpson case, what do you believe caused the jury to have "reasonable doubt" regarding Mr. Simpson's guilt? Explain.

CHALLENGE: The U.S. Constitution guarantees trial by a jury of one's peers to all its citizens. Why do you think this promise was important to the men who signed and voted for that document? Research the history that led to that Constitutional guarantee. Using your research, respond to this comment: It is better that the guilty go free than an innocent person be jailed.

2. Describe the reactions of the American people to the trial verdict. What would you have said if a reporter had stuck a microphone under your nose? Give 1-2 reasons to explain your opinion. If you thought Mr. Simpson was guilty, how did you respond to the issue of "reasonable doubt"?

CHALLENGE: Investigate: Can a criminal trial be conducted fairly in a public manner such as the T.V. coverage of the Simpson trial? Invite a group of legal experts to participate in a round-table discussion with your class on this issue. Then write a short position paper stating your position on this question.

3. During the year-long trial, many legal terms and phrases dotted reporter's scripts. Some of those terms can be found on the HANDOUT (pg 4). Use these terms as the answers to a crossword puzzle. Interview experts or search texts in order to write clever clues for each word you use in the puzzle. HINT: Use a sheet of graph paper, 1cm x 1cm, on which to structure your puzzle design.

4. Remind students O.J. Simpson still faces 2 civil lawsuits. Discuss the difference between criminal and civil cases and the "standard of proof" (evidence) required in a criminal case. Then introduce 2 standards applied in civil cases: "clear and convincing" and "preponderance of the evidence." Challenge students to find out the precise meaning of these terms. Discuss their definitions, then ask: If these standards had been applied in the criminal case, do you think the verdict would have been the same? Why/Why not?

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

INTERNET DESK: JOB SEARCH

1. BEFORE VIEWING: If you were looking for a job, where might you begin your search? What are some things you might want to know about a particular job and where would you find this information? How would you make your skills and experience known to potential employers?

2. AFTER VIEWING: Why are more and more human resources managers turning to the Internet for employment advertising? Why do you think this approach appears to be more cost-effective? What kind of employee does the Internet seem to attract? How is this also a benefit to some companies?

3. In the video we learn that students at Emory University in Atlanta, GA, can enroll in free workshops on Internet job hunting. If you were an instructor for this workshop, what would you want your students to know upon its completion? Challenge each group of students to compile a syllabus for "Job Surfing the Internet." Groups will need to familiarize themselves first with the Internet and its job-related functions. Have each group present its ideas and discuss the different ways that students can "profit" from online job networking.

4. Review the video with students. Generate a class discussion about the pros and cons of using the Internet as a job resource for both employers and jobseekers.
   a. Next, direct students to focus on Mr. Cardina's comment in the video, "At some point this is still a human process of people selecting people, and while I think this is a great aid for being highly targeted and very cost efficient, I really think it's a misuse of the technology to let the computer go so far in making a decision."
   b. Ask: Do you agree or disagree with this assertion? Should an applicant be judged solely on his/her qualifications or is it reasonable to allow for some "human" judgment?

   Have groups of students address these questions in small discussion groups, then write up proposals of the parameters the Internet should cover in helping employers to screen prospective employees.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Internet human resource departments telecommunications technically-savvy trade publication resume job fair layoffs

STUDENT HANDOUT: TRIAL TERMS

DIRECTIONS: Many observers have noted that the Simpson Trial brought some seldom-used phrases and legal terms into the mainstream of everyday American English. Use your resources to help you explain each of the following. Then create a crossword puzzle or word scramble with the terms, using your explanations as clues.

1. asserting one's FIFTH AMENDMENT privilege:

2. SUMMATION:

3. "RACE CARD":

4. PERJURY:

5. CREDIBILITY:

6. RACIAL EPITHET:

7. *DNA MATCH:*

8. REASONABLE DOUBT:

9. SIDEBAR:

NEWSROOM WORLDVIEW

A WOMAN'S PLACE: CENTRAL ASIA--MANNERS AND CUSTOMS

1. Compare the pros and cons of embracing traditional women's roles, as defined by Islamic Law, or secular freedoms for women, as defined by the modern western world, in Central Asia.
   a. Could a society that blended the best of each approach be created? Why/Why not? How would such a society have improved life for the women portrayed in the video?
   b. Given your analysis, role play a meeting of Central Asian women where classic conflict resolution methods are used to find a compromise between the traditional and modern viewpoints.
2. How would you characterize traditional viewpoints about women in your community? What points do they share with Islamic tradition? How do they contrast to the more modern view? Of the two points of view, which one do you feel is best for your community? Explain. Write the outline for an essay expressing your views. Remember: After your opening thesis statement, paragraphs supporting that thesis should depend upon facts and first-hand experience.

INTERNET: http://www.undcp.org/unlinks.html (Click on WOMEN)

UGANDA POLITICS--UGANDA: POLITICS AND GOVERNMENT

3. Dr. Martin Luther King, Jr. stated that, in a nation where people did not trust the political system to work for them, a violent response was inevitable.
   a. Consider world history as you have studied it. Do you agree or disagree with Reverend King?
   b. How would you use his assertion to answer Ugandan President Museveni's statement: "If you are going to associate in a manner that is dangerous to us, why should we allow you?"
   c. Make a 1-2 minute speech defending your opinions about the refusal of Uganda's government to allow the operation of a multi-party system.

INTERNET: http://150.252.25.26/Uganda/Political.htm

ISRAEL: DISABLED ARMY--MENTAL RETARDATION; MILITARY PERSONNEL: ISRAEL

4. "Every single person should be given every chance to develop his or her potential to the full." --Rueven Feurstein. Agree? Disagree? Use resources from the "net" to support your side.

INTERNET: http://fohnix.metronet.com/~thearc/welcome.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

movement system	secular freedoms	Islamic law	Tajik	atheist
multi-party	Down's Syndrome	hyperactive	stigma	paranja

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Thursday, October 5, 1995

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	Hurricane Opal whacks the U.S. Gulf Coast.	3:30	4:40
NEWSFACT	Facts about hurricanes...	1:00	5:40
HEADLINES	CALIFORNIA FIRES...COUP IN COMOROS... POPE VISITS U.S.....	1:30	7:10
AT ISSUE	CNN's Bruce Morton compares the Simpson trial to other "Trials of the Century."	2:55	10:05
GLOBE UPDATE	Students help scientists by collecting data on soil moisture.	1:00	11:05
SCIENCE DESK	Warning: Singing can be hazardous to your vocal cords' health.	3:15	14:20
CNN NEWSROOM CLOSE		:40	15:00
CNN NEWSROOM WORLDVIEW OPEN		1:00	16:00
A WOMAN'S PLACE	JAPAN: Are women shut out of this island nation's lucrative economic growth?	4:10	20:10
MEXICO: DRUG WAR	Mexicans are fighting a two-pronged war against drugs in the streets and the schools.	3:45	23:55
SINGAPORE: THE ARTS	People in Singapore are finding expression in the arts, including Broadway musicals.	2:40	26:35
JORDAN: LIVESTOCK	Conflict between nomadic herders and urban dwellers requires careful negotiating.	2:45	29:20
CNN NEWSROOM WORLDVIEW CLOSE		:40	30:00

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TOP STORY: HURRICANE OPAL

1. Where did Hurricane Opal make landfall? What areas were affected by the storm? Describe the damage it caused.
2. How does Hurricane Opal compare to other hurricanes that have battered the U.S. this century? What other storms compare in intensity and damage caused? Group students to research the deadliest storms of the century and share their findings. What factors make some hurricanes more dangerous than others? Can these factors always be predicted? Discuss.
3. What is the difference between a hurricane "warning" and a "watch"? What is the Saffir-Simpson Scale? Distribute the RESOURCE (pg 4) to student groups to use as one source of information as they compile a list of hurricane facts and terms and their definitions. Have groups share their information then help the class create a game (e.g., board game, quiz game) that incorporates facts about hurricanes. "Test" your game by presenting it to another class and monitoring its contest.

AT ISSUE: TRIAL OF THE CENTURY?

4. According to Bruce Morton, what should be the criteria for the "Trial of the Century"? Do you agree or disagree with his reasoning? Challenge each student to choose any one trial he/she thinks merits the dubious distinction of "Trial of the Century," research it in detail and write a paper providing his/her rationale for that assertion.
5. Review the video with students. Ask them to identify, in a class discussion, each trial mentioned and the issue around which it revolved. Then ask: Do you think any of these issues were resolved by its trial? Have groups of students conduct research about any one trial/issue to find an answer to that question and discuss their findings with the class. Do trials resolve the great issues of our time? If so, what was the outcome? If not, what is the status of that issue today? Discuss.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Florida Panhandle tempest landfall Nuremberg Trials Watergate
Chicago Seven Lt. William Calley Lindbergh kidnapping trial
Julius and Ethel Rosenberg Cold War homicide sensational

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***** ***** ***** ***** * * ***** ***** DESK: SINGER STRAIN

1. BEFORE VIEWING: How is your voice produced? How are your singing and talking voices different? Describe what might happen anatomically when you "strain" your voice.

2. AFTER VIEWING: How are professional singers able to "push" their vocal abilities night after night without permanent damage? In what other occupations are singular human anatomical limitations pushed to the limits? Give an example.

3. How do you get a sore throat simply by singing?
   a. Instruct students to examine and describe how their throat "feels." Encourage students to use describers such as "smooth", "warm" or "rough" to describe the sensations they are feeling.

b. Have students stand. Lead the class in a loud, enthusiastic rendition of the national anthem. Encourage students to sing as loudly and as fully as they can.

c. Have students again assess how their throat feels. How are the before and after feelings different? Why? How did this change occur?

If you had to sing the anthem over and over again, how would your voice and the feeling in your throat change? Discuss.

4. How do we produce vocal sounds? In small groups have students research the workings of the throat, larynx and vocal cords. Challenge groups to devise models of the workings of the throat using regular classroom materials such as card, paper clips, elastic bands, string etc. The models do not need to "make sound" as a human larynx would, but should illustrate the structure of the throat and how sound is made. Have groups share and critique their work. What happens to the vocal cords and larynx when a voice becomes strained? Discuss, using your models to demonstrate your ideas.

5. Invite a singer from a local group/organization or school to visit your class and explain how he/she prepares his/her voice for use. Have students use the model given to demonstrate what they think happens when a singer prepares to sing and how such preparation helps a singer keep his/her voice longer. Why do some types of music place greater strain on the voice than others? How might a rock singer's "warm up routine" differ from that of an opera or folk singer?

---------- CNN NEWSROOM: TODAY'S NEWS TERMS ----------

larynx muscle tension endoscope show tunes

STUDENT RESOURCE: HURRICANE FACTS

HURRICANES ARE "RATED" FROM 1 TO 5 ON THE SAFFIR-SIMPSON SCALE:

CATEGORY 1: The hurricane has a central pressure of 28.94 inches or more and sustained winds of 74 to 95 mph, and is accompanied by a 4-5 foot storm surge. It causes minimal damage.

CATEGORY 2: Barometric pressure is 28.50 to 28.93 inches, 96 to 110 mph winds, storm surge is 6-8 feet, damage is moderate.

CATEGORY 3: Pressure is 27.91 to 28.49 inches, 111 to 130 mph winds, storm surge 9-12 feet, damage extensive.

CATEGORY 4: Pressure 27.17 to 27.90 inches, 131 to 155 mph winds, storm surge 13-18 feet, damage extreme.

CATEGORY 5: Pressure less than 27.17 inches, winds greater than 155 mph, storm surge above 18 feet, damage catastrophic.

Hurricane Andrew was one of only three Category 5 storms to hit the United States since record-keeping began. The others were the 1935 Labor Day hurricane that hit the Florida Keys killing 600 people and Hurricane Camille which devastated the Mississippi coast in 1969, killing 256 and leaving $1.4 billion in damage.

HURRICANE WATCH OR HURRICANE WARNING? A WATCH indicates that hurricane force winds are possible within 36 hours. A WARNING indicates that hurricane force winds are likely within 24 hours.

HURRICANE TIPS:
Withdraw emergency cash
Turn off electricity, gas
Plan possible escape routes
Take insurance policy and all credit cards

Check food, batteries, emergency tools and supplies
Monitor latest advisories
Leave low-lying areas and mobile homes
Board windows or protect with shutters and tape
Secure outdoor areas
Store drinking water
Check battery-powered equipment
Keep car fueled

----------CNN NEWSROOM: RELIABLE RESOURCES----------

CNN NEWS, 10/05/95.

NEWSROOM WORLDVIEW

A WOMAN'S PLACE: JAPAN--WOMEN: EMPLOYMENT; WOMEN'S MOVEMENT: JAPAN

1. Explain the effect of war on the women's movement in Japan. How could women use the concept of "economic war" mentioned in the video to further their cause? In what ways do you think this strategy might change business in Japan, as well as the women who make use of it? Explain. Write a letter to a Japanese "sister" describing the experiences of women in the U.S. in the job market and inviting ongoing communication on this issue. Send it via the INTERNET address below.

INTERNET: http://sh.suehiro.nakano.tokyo.jp/WOM

MEXICO: DRUG WAR--SUBSTANCE ABUSE; DRUG EDUCATION

2. Statistics show that the drug war waged in schools is having a positive effect. Use the INTERNET address to find stories about this effect.
   a. Analyze the strategies used by your school and the media in this war. What do you think is effective and what should be discontinued or modified?
   b. Research to discover cultural attitudes toward both drugs and government/school-based promotion.
   c. Based on your 2-part analysis, create an ad for the media and/or outline a school program combining all the "right" elements to fight an effective war on heroin in Mexico.

INTERNET: http://www.ed.gov/PressRelease/04-1995/stories.html

SINGAPORE: THE ARTS--ARTS: GOVERNMENT POLICY; CULTURAL RELATIONS

3. What makes artistic expression universally interesting? Choose an art form -- theater, dance, storytelling -- and compare traditional East Asian expression to western expression. What are their similarities and differences? What can be learned by viewing art from an unfamiliar culture? Work in groups to create a graphic display attracting attention to, and building interest in, East Asian culture.

INTERNET: http://www.ncb.gov.sg/nac

JORDAN: LIVESTOCK--AGRICULTURAL INDUSTRIES: JORDAN

4. What are the cultural, historic and practical reasons for the Jordanian government to side with the Bedouin shepherds? How have Americans historically in a similar conflict settled their differences? Are their solutions feasible for Jordan? Why? Brainstorm ways to solve this conflict.

INTERNET: gopher://una.hh.lib.umich.edu:70;00;ebb/agworld/fsjo4001.txt

----------WORLDVIEW: TODAY'S NEWS TERMS----------

Nippon economic war heroin regional hub for the arts nomadic

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******   ***     ***     *                    Friday, October 6, 1995
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	After 4 years of warfare, the parties to the Bosnian war have agreed to a truce.	5:10	6:20
HEADLINES	CLINTON ANNOUNCES NEW CUBA POLICY... CROWDS BRAVE RAIN TO SEE POPE...	1:30	7:50
EDITOR'S DESK	CNN NEWSROOM updates you on Hurricane Opal and the Simpson and terrorism trial verdicts.	3:50	11:40
DID YOU KNOW?	Seamus Heaney is the first Harvard Professor to receive the Nobel Prize for Literature.	:30	12:10
OUR WORLD	Coffeehouses are "hot spots" for teens.	2:30	14:40
CNN NEWSROOM CLOSE		:20	15:00

CNN NEWSROOM WORLDVIEW OPEN		1:00	16:00
A WOMAN'S PLACE	SOUTH AFRICA: So far, the revolution in South Africa doesn't include women.	4:30	20:30
KOREA: CUSTOMS	South Korean burial customs are in conflict with that small nation's lack of land.	3:30	24:00
THAILAND: GIBBONS	Although Thailand rigorously protects its native species, illegal trade continues.	5:05	29:05
CNN NEWSROOM WORLDVIEW CLOSE		:55	30:00

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TOP STORY: CEASE-FIRE IN BOSNIA

1. What two conditions must be met in order for the latest cease-fire to begin? After the cease-fire is implemented, what is the next step in the peace process? How does NATO plan to assist in this peace arrangement?
2. What role did NATO play in bringing about this cease-fire? Compare this with NATO's next role in the Bosnian conflict. In class discussion, ask students to evaluate the phrase often heard in regard to NATO's role: "waging peace." Then divide the students into groups and challenge each to draw an editorial cartoon illustrating NATO's "split personality" in Bosnia.

EDITOR'S DESK/NEWSQUIZ (pg 4)

3. Have students follow the directions on the NEWSQUIZ (pg 4) to examine coverage of this week's "Top Stories" on CNN NEWSROOM and in other national and local media. As students rank the media, be sure they consider the media's role in a democracy and the audience to which each source is responsible. (MON: Terrorism Trial (4:25); TUES: Simpson Trial (7:45); WED: Simpson Trial (8:30); THURS: Hurricane Opal (4:30); FRI: Bosnia (5:15)).

OUR WORLD: COFFEE HOUSE KIDS

4. According to the video, why are coffeehouses becoming popular teen hangouts? Do you think there is more of an attraction for teens in drinking coffee or in having a safe place to hang out? Why are some experts worried about this trend?
5. Instruct student groups to brainstorm a list of ideas for other safe teen "hangouts." Have groups share their ideas, then direct each group to choose one idea to develop into a business proposal. Groups will want to indicate why they think there is a need for their ideas in the community and how it would be a profitable venture for an investor. Have groups share and critique each others' ideas. If you were an investor, would you choose to put money into this kind of project? Discuss.

MEDIA LITERACY: "MEDIA AND JUSTICE" (pg 3)

6. Have students use the HANDOUT (pg 3) to examine the use of television cameras in U.S. courtrooms. Based on their data, can they predict whether the O.J. Simpson trial will have a permanent impact on "media and justice"? CHALLENGE: Have student teams research media and justice in other countries to discover specific national rulings. Share these in a "global justice" seminar.

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

Richard Holbrooke "close proximity peace talks" caffeine

STUDENT HANDOUT: MEDIA LITERACY: "MEDIA AND JUSTICE"

The trial of O.J. Simpson may have rendered more than a not-guilty verdict. "Turning a serious legal proceeding into a circus-like atmosphere is not in the interests of justice or public confidence in the justice system," says California Governor Pete Wilson. In USA TODAY, October 5, 1995 (p.1A), he urged that "cameras be yanked from the state's courtrooms..."

After the 1935 trial of Bruno Hauptmann for the Lindberg[h] kidnapping, still cameras were barred from the courts. It took 50 years for non-print media to return. Now, television cameras are allowed in the courtrooms of 47 states. In some recent cases, judges have barred cameras -- the Susan Smith murder trial, the Polly Klaas kidnapping case and the trial of the alleged murderer of music star Selena. (USA TODAY, 10/05/95)

DIRECTIONS: Gather and describe data to either support or condemn the use of television cameras in state courtrooms.

1. NEWS STORIES
   Source:
   Title/Headline:
   Summary:

   Source:
   Title/Headline:
   Summary:

   Source:
   Title/Headline:
   Summary:

2. NATIONAL, LOCAL OR YOUR SCHOOL'S PUBLIC OPINION SURVEYS
   Source:
   Survey participants:
   % for cameras in courtroom:
   % against cameras in courtroom:

   Source:
   Survey participants:
   % for cameras in courtroom:
   % against cameras in courtroom:

Organize your data to produce a newspaper opinion page or videotape a short documentary to share your findings.

"TOP STORIES"

DIRECTIONS: Complete the chart below to analyze the "Top Stories" on CNN NEWSROOM this week:

	TOP STORY	MAJOR EMPHASIS	MEMORABLE POINT(S)	% OF 15 MIN TIME BLOCK
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				

Based on this data, how would you rate CNN NEWSROOM as an information source for its audience: students around the world?

CHALLENGE: Use this information as the basis for a media search of local or national news sources. How did newspapers, newsmagazines or television news follow these same top stories during the week? Create a class rating system to rank each news source that was examined. Are the news media doing their job?

NEWSROOM WORLDVIEW

A WOMAN'S PLACE: SOUTH AFRICA--SOUTH AFRICA: WOMEN; WOMEN: CIVIL RIGHTS

1. Compare the experience of women in South Africa to that of slaves in America.
   a. How does the attitude that women are property affect their daily lives and opportunities to improve their lives?
   b. What steps must be taken, and in what arenas, for women to establish themselves as equal citizens of a nation, rather than as property of the nation's legal citizens? Which should come first, or must some come simultaneously?
   c. Work in groups to devise an overall plan for women in nations such as South Africa to establish themselves as citizens with rights to equal protection under the law. HINT: Use information found in the INTERNET address on U.N. programs to protect the rights of women to help you.

INTERNET: http://www.undcp.org/unlinks.html (Click on WOMEN)

KOREA: BURIAL CUSTOMS--CONFUCIANISM; KOREA: MANNERS AND CUSTOMS

2. Examine Korean traditions, as well as Confucian beliefs, regarding the care for ancestral graves. In small groups, brainstorm ways to resolve the conflict between deeply-held religious beliefs and the reality of insufficient land for a growing population. Share ideas in class and choose 1-2 that come closest to satisfying the needs of both sides. Based on your choices, what might the government of Korea add to its blueprint to preserve land for the living rather than the dead?

INTERNET: http://cair-archive.kaist.ac.kr/korea/glance.html

THAILAND: GIBBONS--ENDANGERED SPECIES; WILDLIFE PROTECTION

3. Research to list all the endangered animal species protected in Thailand. What would be lost to the world if these animals were to disappear? Send letters up on the "net" or to the Thai embassy at the U.N. to find out what you can do to help the Thai government protect its endangered animals.
4. What endangered species are found in or near local ecosystems? What is currently done to protect these animals? Choose a local endangered species and one of Thailand's endangered animals. Ask yourself: Besides their endangered status, what else could these animals have in common? Consider their place in their own ecosystems, their importance to the humans both near and far. Create a poster using these commonalties to garner support for these animals' protection.

INTERNET: http://www.nceet.snre.umich.edu/EndSpp/dragon.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

gender-sensitive constitution ancestor worship endangered species

Monday, October 9, 1995

NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	Florida residents return to survey what Opal left of their homes and property.	3:00	4:10
HEADLINES	SERB CLUSTER BOMB STRIKES REFUGEE CAMP.	:45	4:55
POPE	Pope John Paul delivers messages to U.S.	2:50	7:45
NEWSDATE	On this date ... October 9, 1975	:20	8:05
FUTURE DESK	Colleges must meet the challenges of the technological age in order to survive.	2:45	10:50
AROUND THE WORLD	International White Water Challenge takes on Zimbabwe's Victoria Falls.	:30	11:20
OUR WORLD	Education's "basic" at military schools.	3:20	14:40
CNN NEWSROOM CLOSE		:20	15:00
CNN NEWSROOM WORLDVIEW OPEN		1:00	16:00
SAO TOME	SAO TOME, an island off Africa's west coast, has difficulty maintaining democracy.	4:00	20:00
HINDUISM	INDIA: The majority of Indians practice this philosophical, often mystical, faith.	5:00	25:00
PRESERVE THE PAST	Time capsules in FRANCE, folklore in CHILE-- the purpose is to "speak" to new generations.	3:25	28:25
NATURE OF ART	A "human billboard" in ENGLAND prompts the question: What is the nature of art?	:40	29:05
CNN NEWSROOM WORLDVIEW CLOSE		:55	30:00

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TOP STORY: HURRICANE OPAL AFTERMATH

1. What storm damage is most apparent from the video? Have students describe the attitudes expressed by those interviewed and speculate on their own reaction under similar circumstances. Then brainstorm a list of disrupted services and other problems storms such as Opal usually cause.
2. Ask students to recall what they have heard about the aftermath of natural disasters. What sectors of the community are most affected and in what ways? What is, and who pays, the cost for clean up and rebuilding? Who should pay? Divide the class into small groups and distribute the HANDOUT (pg 4).
   a. Instruct groups to use the brainstormed list above to search for data on Hurricane Opal and on one other 20th century hurricane of their choosing.
   b. Reconvene groups to share and discuss their findings.
   c. List possible debate points then have groups debate one or more, including the following: RESOLVED: Federal disaster assistance should not be allotted to high-risk locales.

POPE IN AMERICA

3. Summarize the messages and themes of this papal visit to the U.S. Why do you think the Pope chose these topics? Despite the differences between the pontiff and U.S. Catholics, why do you think he enjoys their overwhelming support?
4. It is often said that religions deal in "moral absolutes": there are no "gray areas," just "right" and "wrong."
   a. Discuss this idea, challenging students to come up with some "moral absolutes" of different world religions. List these on the board.
   b. Ask: How does each "absolute" give us insight into the basic philosophy of that religion? How do "absolutes" permeate secular cultures in the regions where these religions are dominant?

   Have each group of students research a culture with strong ties to one religion and explain to the class how the "rights" and "wrongs" of that religion are ingrained in the culture.

OUR WORLD: MILITARY SCHOOL COMEBACK

5. According to the video, why are many military schools thriving? What is a "structured environment"? How does this compare to your educational/living environment? What are some of the benefits and drawbacks to attending a military school? Would you ever be interested in this kind of education? Why/Why not?

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

devastation John Paul II euthanasia abortion military school

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* ***** * ***** * * ***** DESK: FUTURE COLLEGES

1. BEFORE VIEWING: Name some colleges/universities that you know something about. For what kind of education is each institution known? In general, how is a college education different from the kind of schooling you are receiving now?

2. AFTER VIEWING: How does Dr. Tom Parker of Boston University predict that higher education will change in the next 30 years? Why does he believe these changes will occur?

3. Brainstorm a list of colleges/universities in your region. Ask students: If Dr. Parker's predictions come true, how might each of these schools change over the next three decades?

4. How have the oldest colleges in the U.S. changed since their founding? What factors have prompted these changes?
   a. Divide the class into groups. Have each choose one of the older colleges/universities to research (e.g., Harvard, College of William & Mary).
   b. Direct groups to contact their schools to find out what courses were offered initially when the school was founded, what kinds of students attended the school, etc.

   Have groups conduct further research to compare this information to courses offered and composition of the student body today. How has each institution changed? Why? After groups present their findings, initiate a class discussion on the economic/political/social changes that have led to changes in higher education in the U.S.

EXTENSION: How could future economic, political and social trends further alter the curriculum at these schools? Discuss.

5. Invite a member of your school's guidance department to address the class on different kinds of colleges and the focus of their curriculum (liberal arts, engineering, agricultural). Ask the guidance counselor to bring along catalogs representative of each kind of curriculum. After the counselor's presentation, have him/her distribute one catalog to each group of students. Challenge each group to examine the catalog and evaluate the curriculum, overall, for its ability to prepare young people for life in the age of technology. What "grade" would groups "assign" to each school? Why? Discuss.

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

technical skills life skills liberal arts curriculum

STUDENT HANDOUT: HURRICANE DAMAGE

DIRECTIONS: Discover "the cost" to sectors of the community and economy caused by "killer" hurricanes such as Hurricane Opal. Work with your group to compare the damage Opal caused to that of one other major hurricane of this century. Record your data in the boxes below.

AFFECTED SECTOR	HURRICANE OPAL	OTHER HURRICANE: _____
Human Life and Health		
Housing and Human Services		
Transportation and Utilities		
Environment and Business		

DISCUSS: What factors contributed to the severity of damage and/or the highest cost? How much federal financial help was needed? In your opinion, should federal disaster relief be given to areas that are clearly high risk? Explain.

NEWSROOM WORLDVIEW

SAO TOME: ECONOMIC ASSISTANCE; ECONOMIC ASSISTANCE, AMERICAN

1. Describe the positive and negative impact of Sao Tome's democratic change and economic reforms. What are the demands of aid donors regarding budget, interest rates, credit and currency? In two columns headed IMPOSE CONDITIONS and DO NOT IMPOSE CONDITIONS, brainstorm a list of points and counter-points in this argument. Where do you stand? Why?
2. Major aid donors to Sao Tome include the U.N. Development Program, the World Bank, the European Community and the African Development Bank. In small groups, find the missions of each of these agencies. Based on group findings, why are tough conditions imposed on potential recipients of assistance? Can you compare this to the concept of "breaking the welfare cycle" in the United States? Why/Why not?

INTERNET: http://unlvm.unl.edu/foodaid.htm

HINDUISM: HINDUISM; INDIA--RELIGION

3. What tenets of Hinduism have had a strong impact on India, past and present? What other countries have been greatly influenced by a religion espoused by the majority of their citizens? Is it possible to truly separate "church and state"? Rationalize your response by citing specific historical examples.
4. In its "occasional series" on the study of world religions, CNN NEWSROOM will present the precepts of many different religions. Is this an important study? Explain. What other religions might be highlighted? Where might CNN correspondents go to present a profile on each? Prepare for this study by beginning a comparative religions chart.

INTERNET: http://marvin.biologie.uni-freiburg.de/~amueller/religion/hind.html
http://www.kosone.com/people/ocrt/hinduism.htm

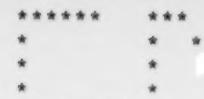
PRESERVING THE PAST: FOLKLORE--CHILE

5. Is it important to communicate the past to future generations? Explain. Use the Internet or other sources to discover and discuss traditional Chilean songs and stories. How might these songs and lore contribute to the present? Is it possible for a country to be both progressive and traditional? Explain.
   CHALLENGE: Sponsor a class or school cultural fair to share traditions that represent cultures in your community.

INTERNET: http://www.zip.com.au/~mgiuras/english_version.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

Sao Tome	economic reform	military coup	cultural fair
Hinduism	religious tenets	folklore	international aid



Tuesday, October 10, 1995

NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	Terrorism is implicated in train derailment.	3:20	4:30
HEADLINES	MEXICO QUAKE...SELENA JURY...BOSNIA DELAY...	2:00	6:30
NEWSDATE	On this date...1943...1970...1994....	:30	7:00
OUR WORLD	Adults are removed from youth competition.	2:30	9:30
AROUND THE WORLD	U.S., German scientists share Nobel Prize for Medicine for their research in genetics.	1:00	10:30
INTERNAT'L DESK	Kenya tries Zimbabwe's solution for preserving endangered species -- translocation.	2:00	12:30
CHECK IT!	This record-setting pumpkin weighs...WHAT?!	1:15	13:45
CNN NEWSROOM CLOSE		1:15	15:00
CNN NEWSROOM WORLDVIEW OPEN		1:00	16:00
DIAL CRIME	BRAZIL: Anonymity and quick response are key in fighting crime in Rio de Janeiro.	2:45	18:45
KFC IN INDIA	Multinational corporations find some nations less than hospitable.	2:40	21:45
OLYMPIC RIGHTS	Most Islamic nations forbid women to participate in sports competition.	3:10	24:55
WOMEN'S RIGHTS	PHILIPPINES: Susan Fernandez Magno combines song and civil rights protest.	3:20	28:15
CNN NEWSROOM WORLDVIEW CLOSE		1:45	30:00

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TOP STORY: TRAIN DERAILMENT

1. What evidence is there to link yesterday's Amtrak derailment in Arizona with "domestic terrorists"? What recent events did the notes found at the wreckage cite that give authorities clues to the motive for this attack? Why do authorities think that the terrorists knew something about railroad operation?
2. In your opinion, what can/should be done to thwart attempts at domestic terrorism? Generate a class discussion focusing on this question. Then divide the class into groups and charge each with the task of coming up with a list of recommendations aimed at protecting potential domestic terrorism targets. Have groups share their recommendations. Is it possible for a free society to wipe out all threats and dangers to its way of life? Why/Why not? Discuss.

IN THE HEADLINES: MEXICO EARTHQUAKE

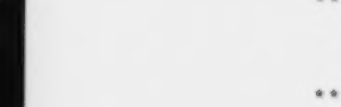
3. Group students and distribute the HANDOUT (pg 4.) Have groups complete the HANDOUT and devise their own scales that measure the impact of a quake, taking into account the human toll of disruption and loss. Have groups share and critique each other's work. By consensus, adopt a class scale and recalibrate quake examples in its terms. How does this alter the perspective whereby the Mexico quake is measured?

OUR WORLD: FAIR PLAY

4. Why have officials at the Texas State Fair changed some of the competition rules? How are some parents reacting to the change? Do you think the rule change was a good idea? Explain.
5. Can you think of any other youth activities often overshadowed by parental participation? Is this participation justified? Pose these questions to the class, then ask students to choose one of their examples and discuss how that event would change if parents were "barred" from the activity. Conclude by polling students to see how many think such a ban would be a good idea and have supporters state their rationale.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

derailment domestic terrorism "Sons of Gestapo" Waco Ruby Ridge
FBI ATF Amtrak rhetoric Texas State Fair livestock auction



***** DESK: KENYA ELEPHANT RELOCATION

1. BEFORE VIEWING: Ask: How would you determine the hierarchy of needs and rights among competing sectors of the ecosystem?

2. AFTER VIEWING: Lead a discussion of the intent and purpose of an animal game preserve. Ask: What is ironic about the elephants' situation at the Mwea Reserve?

3. Have students define "translocation" and describe how elephants are prepared for translocation. If your students were in the elephants' position, how do they believe they would react? Explain. Ask students to imagine themselves as "elephants" and write a journal entry describing the actions of the farmers and the conservationists.

4. What happened to Kenya's elephants to require their protection now? Have student groups research the protection of elephants in Kenya and other African nations to answer this question and determine whether those countries have undertaken similar steps. Each group's report to the class should state in detail the problem and the solution for each researched country, citing economic and political impacts.

EXTENSION: Research the fate of Asian elephants. Compare actions taken by Asian countries with those of African countries. Ask: Whose actions most insure the continued existence of the elephant population? Explain.

5. What is a country's responsibility toward its wildlife? What legislation protects U.S. wildlife on the verge of extinction? Ask students to define "endangered species" and identify U.S. wildlife protected under the Endangered Species Act. Divide the class into small groups. Have each group research one U.S. endangered specie and report to the class
   a. where and how it is protected,
   b. its relations with the humans in its environment, and
   c. any political ramifications connected with its protection.

   Discuss the posture taken toward wildlife as reflected in U.S. state and federal legislation and in local human populations. Ask: What conditions and situations engender the greatest conflict? Whose interests appear to prevail? Explain. Have groups draft and share solutions leading to a "win-win" situation.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

tranquilizer conservation Kenya translocation
Tsavo East National Park Mwea Reserve Zimbabwe poachers

STUDENT HANDOUT: THE RICHTER SCALE

The Richter Scale was devised by American seismologist Charles Richter (1900-1985) to measure the magnitude of an earthquake. The Richter Scale is logarithmic, each whole number increase represents a 10-fold increase over the next lowest whole number. The highest measured earthquake to date occurred in China in 1960 (9.5).

DIRECTIONS: Investigate the phenomena of each level of earthquake on the Richter scale and note what damage (if any) might be caused should the earthquake appear within a populated area. Further your investigation by identifying and listing examples of earthquakes of each magnitude, using the chart below to record your findings.

RICHTER SCALE	EXTENT OF EARTHQUAKE DAMAGE EXPECTED	HISTORIC EARTHQUAKES OF THIS MAGNITUDE
3.0		
4.0		
5.0		
6.0		
7.0		
8.0		
9.0		

Other than intensity, what factors contribute to an earthquake's destructive forces? Using your research, devise a scale system that would combine Richter's scale, population density, location and any other factors you consider relevant into a scale that would measure the extent of devastation in human terms. Share ideas in class. To what extent is your scale more/less useful than Richter's? Explain.

NEWSROOM WORLDVIEW

DIAL CRIME: POLICE--BRAZIL; LAW ENFORCEMENT

1. What are the major obstacles in fighting crime in urban areas in Brazil? What comparable services exist in your community? Invite local representatives to class to explore available emergency services. Design a campaign to inform the community. Target a particular segment of the population and tailor your campaign to meet special needs -- youth, hearing impaired, etc. CHALLENGE: Use the Internet or other sources to explore emergency services in other countries. What new strategies can your community learn and apply?

INTERNET: http://www.catt.citri.edu.au/emergency

KFC IN INDIA: INT'L BUSINESS ENTERPRISES; INVESTMENTS, FOREIGN

2. Describe the difficulties Kentucky Fried Chicken is having in its restaurant in India. Considering the possible payoff and pitfalls of doing business in new markets, write a slogan that both warns and promotes the idea of international enterprises.
3. You and several friends are on the committee of a multinational corporation deciding whether or not to expand into India. Select a company. Then, write a recommendation for or against expansion as you consider your company's product(s) and India's environment -- economic, political, competitive, technological and sociocultural (language, religion, values and attitudes, social structures, customs and taboos, and ethics).

INTERNET: http://metro.turnpike.net/S/spaoli/india2.html

OLYMPIC RIGHTS: OLYMPIC GAMES; WOMEN--CIVIL RIGHTS; ISLAM

4. Divide the class into thirds. One-third supports conservative Islamic countries as they argue that women cannot participate in the Olympics as a "matter of cultural integrity"; one-third supports those advocates who say it is a "matter of human rights." Allow 10 minutes for each side to state its arguments and cite examples to illustrate its point in front of the final third of the class, an Olympic Committee. After 10 minutes of questions and answers, have the Olympic Committee announce its decision on whether or not to bar countries from participation based on this issue.

INTERNET: http://www.atlanta.olympic.org
http://www.usc.edu/dept/MSA/humanrelations/womeninislam

WOMEN'S RIGHTS: CIVIL RIGHTS; MUSIC, POPULAR (SONGS, etc.)

5. Share protest songs that support civil rights movements. Have their messages helped solve social problems? Explain.

----------WORLDVIEW: TODAY'S NEWS TERMS----------

multinational corporation sociocultural environment civil rights

Wednesday, October 11, 1995

NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	FBI continues its on-site investigation into the Amtrak crash in Arizona.	3:40	4:50
HEADLINES	BOSNIAN CEASE-FIRE IS DELAYED AGAIN HURRICANE ROXANNE HITS CANCUN, MEXICO QUAKE IN MEXICO HAS DEVASTATING RESULTS	1:45	6:25
BUSINESS DESK	Public sector unions and the governments are on a collision course in Europe.	2:55	9:20
PRIZE	Robert Lucas wins economics Nobel Prize.	1:00	10:20
DEFINITION	MENTOR: wise, loyal advisor; teacher; coach	:30	10:50
OUR WORLD	Georgia's "Cool Girls" program reduces teen pregnancy and drop out rates.	2:40	13:30
CNN NEWSROOM CLOSE		:30	14:00
CNN NEWSROOM WORLDVIEW OPEN		:40	14:40
IRAQ DEFECTOR	Hussein Kamel, a son-in-law of Pres. Saddam Hussein, gives inside information on Iraq.	5:25	20:05
ABORIGINES	An Australian policy to end the "Aboriginal Problem" (1909-1969) still has repercussions.	2:40	22:45
YOUTH ORCHESTRA	Teenage musicians from across the Pacific Rim perform for audiences around the world.	5:30	28:15
CNN NEWSROOM WORLDVIEW CLOSE		1:45	30:00

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TOP STORY: AMTRAK DERAILMENT INVESTIGATION

1. What is the name of the terrorist group taking responsibility for the Amtrak derailment? What other U.S. terrorist groups can you name? (Example: the Ku Klux Klan) What do terrorist groups share in common?
   a. In small groups examine the history of each terrorist group's complaints. What terrorist acts did they commit and with what purpose?
   b. In class discuss each group and suggest ways to solve the problems the groups address but without the violence.
   c. Ask: Why do you think these methods have never been tried?

BUSINESS DESK: UNION VS. BUSINESS

2. Distribute the HANDOUT (pg 3) to students. Have them work in groups to complete the comparison of issues in Part I. Review information as a class. Then have each student choose to act either as a union or as a management representative for the role play in Part II. Challenge both sides to arrive at a compromise and discuss the outcome of their "negotiations."

OUR WORLD: "COOL GIRLS"

3. According to the video, what is the main goal of Georgia's "Cool Girls" program? Why is self-esteem so important to success in the world? What behaviors/attitudes tell you that a person has a strong sense of self-esteem? Brainstorm a list of guidelines to develop and maintain self-esteem based on your experience and the video report.
   a. The books below portray characters who show or develop strong self-esteem. Choose one to read.
   b. After reading, trace the path to the development of a character's self-esteem on a flow chart map.
   c. Share your analysis in class. Compile a set of guidelines for developing and maintaining personal self-esteem.

   Blum, A. ANNAPUMA: A WOMAN'S PLACE; Garrigue, S. BETWEEN FRIENDS; Cooney, C. I'M NOT YOUR OTHER HALF; Hall, L. THE SOUL OF SILVER DOG; Dorris, M. YELLOW RAFT IN BLUE WATER; Kingsolver, B. THE BEAN TREES; Fleischman, P. REAR-VIEW MIRRORS; Hamilton, V. ARRILLA SUN DOWN

4. Use the HANDOUT (pg 4) to help your students analyze their self-esteem and plan steps to develop or strengthen it. Guide them as they follow the directions on the HANDOUT then, individually or in small groups, help them make their plans.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Operation Split Rail saboteur deregulation privatization mentor

UNION VS. BUSINESS DESK:

DIRECTIONS: (PART I) Union and businessowner representatives have differing opinions on each of the topics below. Through research or interviews with representatives of both parties, describe briefly how each side might view each issue.

ISSUE	HOW UNIONS SEE IT	HOW BUSINESSOWNERS SEE IT
minimum wage laws		
employer-paid health insurance		
"right to work" laws		
"corporate downsizing"		
workers' compensation		

(PART II) Use what you have learned in this role play:
The assembly line workers' union and the company owners of the International Widget Company are about to discuss each of the issues above. As a member of one of the sides, try to arrive at a compromise, or middle ground, between both. What are workers willing to give up in these lean economic times? What is management willing to concede in order to keep good workers? Discuss the outcome of your "negotiations."

STUDENT HANDOUT: RESPECT YOURSELF

DIRECTIONS: The following is a limited inventory of areas that affect self-esteem. The scale for each category may help you gauge your self-esteem: 1 = low; 5 = high. Consider each statement; check the number that most honestly represents your feelings. In what areas are you confident? Which ones do you wish to improve? On the reverse side, make a plan to develop the areas you hope to improve.

SELF-WORTH

RARELY ... USUALLY

1. Do you think of yourself as a worthy individual?
!1_____2_____3_____4_____5!
2. Do you think of yourself as competent?
!1_____2_____3_____4_____5!
3. Would you pick yourself as a "best friend?"
!1_____2_____3_____4_____5!
4. Do you have confidence in your abilities?
!1_____2_____3_____4_____5!

AMONG FRIENDS & PEERS

VERY OFTEN ... SELDOM

1. Do you worry about what peers will think of you?
!1_____2_____3_____4_____5!
2. Do you worry about being "accepted"?
!1_____2_____3_____4_____5!
3. Is it important that others regard you as a success?
!1_____2_____3_____4_____5!
4. Do you worry that others disagree with your opinion?
!1_____2_____3_____4_____5!

ABILITIES RARELY USUALLY

1. Do you consider yourself someone who can achieve?
!1_____2_____3_____4_____5!
2. Do you feel competent in a variety of areas?
!1_____2_____3_____4_____5!
3. Are you confident, even if others believe you may fail?
!1_____2_____3_____4_____5!
4. Do you feel good about work you turn in?
!1_____2_____3_____4_____5!

SELF-IMAGE VERY OFTEN SELDOM

1. Do you think of yourself as a worthy individual?
!1_____2_____3_____4_____5!
2. Do you think of yourself as competent?
!1_____2_____3_____4_____5!
3. Would you pick yourself as a "best friend"?
!1_____2_____3_____4_____5!
4. Do you have confidence in your abilities?
!1_____2_____3_____4_____5!

NEWSROOM WORLDVIEW

IRAQ DEFECTOR: SECURITY, INTERNATIONAL; GEOPOLITICS

1. What impact might the defection of Hussein Kamel have for Iraq, the Middle East and the world community? Why has he taken the risk of speaking out? List the questions heard in the interview with Hussein Kamel. Why was each question and answer selected for the news story? What other questions might have been included in the interview? CHALLENGE: Rewrite the script to include what you consider the most important interview questions. Based on this story and other news sources, what might be the possible answers?

INTERNET: http://docs.whitehouse.gov/white-house-publications/1995/08/1995-08-10-background-briefing-on-iraq-by-senior-official.text

ABORIGINES: ETHNOLOGY--AUSTRALIA; ETHNIC RELATIONS; DISCRIMINATION

2. What was the Australian government's rationalization for a program (1906-1969) that removed Aboriginal children from their parents? Why might female children have been the prime target? Start a class collection of anecdotes or diary entries from victims of this government program or other social programs from countries around the world that had devastating impact on particular ethnic groups. Organize the class archive into a choral reading entitled "Consequences."
3. Australia is not the only nation to discriminate against aboriginal or native populations. Search media sources to discover other nations and their "aboriginal solutions." Have the victims or their descendants been compensated? Explain.

INTERNET: http://www.law.uc.edu/Diana/bib/ipr.html

YOUTH ORCHESTRA: CULTURAL RELATIONS; INTERNATIONAL RELATIONS

4. How does the Asia Youth Orchestra benefit the performers as well as their audiences? Based on this program, define "Good Will Ambassador." What are the qualifications of a good will ambassador? Write a cover letter and resume in response to the following want ad: "WANTED: A good will ambassador to introduce this country to others around the world. Must be willing to travel. Must make a good first impression. Must be willing to teach and learn."
5. Highlight the Pacific Rim on a world map. Check resources to find common threads that tie these countries together and specific differences that make each country unique. Based on this information, write and deliver an introductory speech for a performance of the Asia Youth Orchestra.

----------WORLDVIEW: TODAY'S NEWS TERMS----------

Saddam Hussein Hussein Kamel defector aborigine
"civilize and Christianize" "good will ambassadors" Pacific Rim

CNN NEWSROOM

Thursday, October 12, 1995

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	Past failures aside, there are high hopes for this cease-fire in Bosnia.	3:00	4:10
HEADLINES	HURRICANE HITS MEXICO; MORE AMTRAK CLUES....	1:00	5:20
ON THE TRAIL '96	Republican Presidential candidates debated the issues last night in New Hampshire.	2:50	8:10
PRIZE	Nobel winners in chemistry and physics....	1:00	9:10
SCIENCE DESK	Biotechnology may give some small fish a better survival rate.	2:25	11:35
CHECK IT!	It's the first day of ski season!	:30	12:05
FALL LEAVES	Nature is putting on a spectacular color show this year.	2:50	14:55
CNN NEWSROOM CLOSE		:35	15:30
CNN NEWSROOM WORLDVIEW OPEN		1:00	16:30
IRA CEASE-FIRE	NORTHERN IRELAND: Belfast's citizens seem optimistic about continued peace there.	4:25	20:55
SMOG IN MEXICO	MEXICO CITY: Liquefied petroleum gas leaks produce ozone, a major air pollutant.	2:45	23:45
ISLAMIC ART	The richness and sophistication of Islamic cultures come to life in a museum exhibit.	5:55	29:40
CNN NEWSROOM WORLDVIEW CLOSE		:20	30:00

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TOP STORY: BOSNIA CEASE-FIRE

1. Why is the town of Mrkonjic Grad of strategic importance to the warring factions in Bosnia? Who controls this town now? What has happened to the Bosnian Serbs who once occupied it?
2. According to the video, the issue of detained refugees, whose fate is unknown, must be resolved before Bosnia can attain a lasting peace. What other issues must be resolved also? In groups, have students
   a. conduct research in order to list and explain these issues in a group paper and
   b. make copies of their work and share it with the class.

   Use the papers to help students further clarify and/or review the situation in Bosnia, then keep these as references.

ON THE TRAIL '96: GOP CANDIDATES' DEBATE

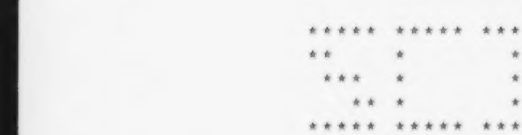
3. Who participated in last night's televised debate in New Hampshire? Why was New Hampshire the site of this event?
4. What is a "flat tax"? Have student groups conduct research to learn more about a flat income tax and some of the different proposals currently under discussion. Identify some objections and some benefits to this kind of tax calculation. Have groups share findings in a class discussion. In class discussion, ask students to evaluate the flat tax issue as a potential winning issue for a Republican candidate. Do students think the majority of voters think this is a good idea? Why/Why not?

CHECK IT OUT: FALLING LEAVES

5. What makes leaves "give up their green"? In your opinion, why do some seasons produce more vibrant foliage colors than others?
6. Divide the class into groups, challenging each to create a "peak foliage map" of the U.S. for the "pilgrims of the palette" (leaf-viewing tourists). Supply each group with outline maps of the U.S. to: a) conduct research to color-code the map to indicate different peak periods, then b) create a "Guide to Fall Foliage" brochure and include their maps.
7. While viewing, direct students to write down as many adjectives as they can that are generated by what they see and hear. Afterward, have them write poetry describing nature's color show. Share poems aloud in class.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

utilities Ronald Reagan Bob Dole Steve Forbes chlorophyll



DESK: FISH VENTING

1. BEFORE VIEWING: How do fish float in the water? How can they move up and down at will?

2. AFTER VIEWING: Why would bony fish need to be "vented" after they are caught? How are these fish vented without doing permanent damage to their swimming capabilities? Discuss.

3. Have students identify, through research, the three classes of fish. What are the differences among these classes? Why might some fish that are caught not have to be vented? Explain.

BEST COPY AVAILABLE

4. BEFORE VIEWING explain to the class Newton's third law of motion. Ask students to cite examples that prove the veracity of this law. AFTER VIEWING gather students into small groups and distribute the HANDOUT (pg 4). Challenge groups to:
   a. Complete the HANDOUT by indicating and describing the forces acting on the fish at each stage shown on the diagram in terms of Newton's third law.
   b. Determine why this process might prove fatal for the fish.
   c. Determine how "venting" the fish might save its life.

   Challenge students to devise a practical demonstration of "fish venting" using rubber ball bladders, aquariums, etc. How might sharing such demonstrations and the information gathered through this activity be useful in persuading anglers to carry fish venting tools as part of their standard angling equipment.

   EXTENSION: Devise "Vent Vents" -- an information campaign geared to the fishing industry explaining the long and short term benefits of fish venting. Send examples of students' work to requisite local and federal authorities with an explanatory cover letter.

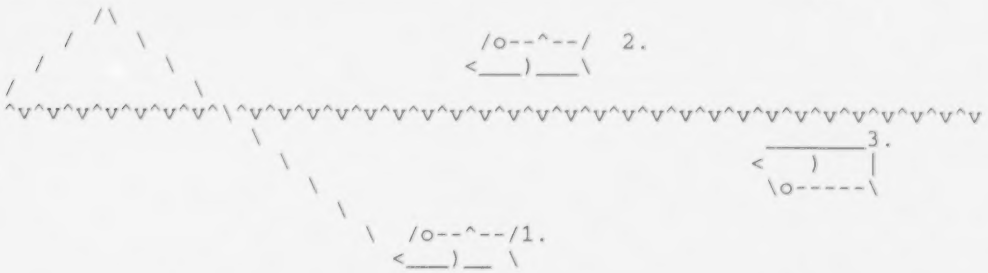
5. What might be the impact of fish venting on the fishing industry? How might fish venting be applied at a commercial level? Have groups of students devise and propose methods whereby commercial deep sea fishing vessels might be able to save underweight specimens in their catch. Have groups present their proposals to the class for critique. Sent copies of the best proposals, with an explanatory cover letter, to your local game and fishing licensing authority. How might the adoption of fish venting affect catch and continuance of edible fish species? Discuss.

---------- EDITOR'S NOTES: TODAY'S NEWS TERMS ----------

swim bladder puncture tackle box

STUDENT HANDOUT: WHAT COMES UP...

DIRECTIONS: Newton's third law of motion states that, for every action, there is an equal and opposite reaction. If a bony fish is pulled forcibly from the water, what forces act, in balance, on the fish's swim bladder as the fish is: (1) pulled from the water, (2) caught and released and (3) let go back into the water?



Draw labeled arrows indicating the forces acting on the fish in each stage on the diagram above. Describe below what happens to the fish in terms of Newton's third law.

1. When caught: _____

_____

_____

2. Above water level: _____

_____

_____

3. After the fish is thrown back: _____

_____

Why might this process prove fatal for the fish? How does venting the fish help it survive re-entry into the water?

_____

_____

NEWSROOM WORLDVIEW

IRA CEASE-FIRE: NORTHERN IRELAND--POLITICS; IRISH REPUBLICAN ARMY

1. WHILE VIEWING: Look for specific terms and statements to describe changes in the political and social atmosphere of Northern Ireland. AFTER VIEWING: Search resources to illustrate ways the following statement exemplifies the chronology of events in Northern Ireland: "Peace is more than a cessation of violence." Does the statement fit other global "hot spots"? Cite examples and explain.
2. Has your community or school struggled with "factions"? In what ways have you pulled together? In small groups, outline strategies to be used within schools/neighborhoods in Belfast to help the next generation "learn not only to live together, but to respect each other." Role play instructive scenarios.

INTERNET: http://www.rmii.com/mckinley/irish.html

SMOG IN MEXICO: MEXICO CITY--POLLUTION; AIR POLLUTION--SMOG, OZONE

3. Why is the discovery that leaks in LPG tanks are causing 50% of Mexico City's ozone pollution problem both "good news" and "bad news" for the city? Design and produce a government public service announcement to make people aware of the problem and solicit their participation in a "fix-up" campaign.
4. How is Mexico City's problem a global issue? In what ways might the international community support needed change there? CHALLENGE: Use the Internet and other sources to discover national and international agencies through which citizens can work to improve the environment. Find a way for you and others in your school to become involved in environmental efforts.

INTERNET: http://www.yahoo.com/Business_and Economy/Organizations/ Public_Interest Groups/Environment/

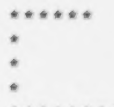
ISLAMIC ART: ART, ISLAMIC; CULTURAL RELATIONS; ISLAM

5. BEFORE VIEWING: How would you describe the "Islamic world"? AFTER VIEWING: Adapt or add to your description based on specific examples of art from the video. How do works in the exhibit differ from Western art? How are they similar? Is this type of cultural exchange important? Explain. Select an image from the video or examples of Islamic art from other sources to illustrate the following caption: "Art can form a bridge between cultures." Be prepared to explain the reasons for your choice of artwork.

INTERNET: gopher://wings.buffalo.edu/hh/student-life/sa/muslim/ umma/lang.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

Irish Republican Army(IRA) Protestant "Loyalist" paramilitaries
liquefied petroleum gas(lpg) ozone Islam calligraphy



Friday, October 13,. 1995

NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	Organizers hope a million African-American men will assemble Monday in Washington, D.C.	3:30	4:40
HEADLINES	ANOTHER ATTEMPT TO LAUNCH THE SHUTTLE...	:30	5:10
EDITOR'S DESK	-Cautious hopes are raised in Bosnia. -The AMTRAK crash raises fears of terrorism. -Hurricane Roxanne is now a tropical storm.	3:20	8:30
LOOK AHEAD	NEXT WEEK: LIVES OF MIGRANT WORKERS	2:00	10:30
NEWSQUOTE	... from Seattle Chief of the Dwamish, Suquamish and Allied Tribes.	:30	11:00
OUR WORLD	The animals of Green Chimneys Farm School are a tonic for troubled children.	2:30	13:30
CNN NEWSROOM CLOSE		1:30	15:00
CNN NEWSROOM WORLDVIEW OPEN		:50	15:50
HAITI	PORT-AU-PRINCE: Violence has slowed but will peace last when U.N. forces pull out?	3:20	19:10
EDUCATION	WASHINGTON, DC: U.S. Education Secretary Richard Riley talks with U.S. students.	5:35	24:45
COMPUTER KIDS	SINGAPORE: Computers give preschoolers a "head start" in public education.	4:45	29:30
CNN NEWSROOM WORLDVIEW CLOSE		:30	30:00

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TOP STORY: MILLION MAN MARCH

1. Why is the Camden School District closing its doors Monday? What is the school board's rationale for this decision?
2. What is the purpose of the Million Man March? Who is invited to participate? Has anyone been left out of this assembly? Explain. Who is Louis Farrakhan? Why is his message causing some division among African-Americans, as well as among members of other ethnic groups? With whom do you agree? Explain.

EDITOR'S DESK/NEWSQUIZ (pg 4)

3. Distribute the NEWSQUIZ (pg 4) to each student to unscramble the news items described by each news "lead." Check students' answers. ANSWERS: 1-Pope John Paul (II); 2-Hurricane Opal; 3-domestic terrorism; 4-earthquake; 5-Republican; 6-Nobel Prize. Challenge students to search print media and online news sources to help them create more "scrambled news."

OUR WORLD: BARNYARD THERAPY

4. Generate a class discussion about the roles the environment, people and other variables can play in affecting abused, neglected or abandoned children. After viewing, have students list variables that make Green Chimneys different from other schools and share their lists. Then ask: How would you go about determining the variables that are most effective in helping troubled kids succeed in school? Encourage students to use scientific thinking in their discussion of this question.

MEDIA LITERACY (pg 3)

5. "A free press is a wonderful thing, something to fight for, to defend, to cherish...But a free press that isn't believable isn't worth a lot...." (Michael Gardner, Ed./Co-owner, Ames, IA DAILY TRIBUNE) Discuss the preceding quotation with your class. Do they agree or disagree? Ask them to cite examples from their own experience to support their points. Have them use Mr. Gardner's opinions, as described on the HANDOUT (pg 3), to review critically one of the CNN NEWSROOM reports on the AMTRAK derailment, the Bosnian cease-fire or Hurricane Roxanne.

CHALLENGE: Use this same technique to analyze radio and print news reports on the same story. Which do you think was most credible? Why? How does CNN NEWSROOM "stack up"?

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------

Million Man March Louis Farrakhan KKK Gary Franks Green Chimneys

STUDENT HANDOUT: MEDIA LITERACY: THREE "SINS" OF JOURNALISM

DIRECTIONS: Whenever the press covers a devastating event, such as the Amtrak train derailment, inevitably they are condemned for a lack of credibility. Complaints usually blame the "misreporting" on shallow, sensational or sloppy coverage. Use the THREE DEADLY SINS OF JOURNALISM below to evaluate CNN's coverage of this week's devastating events.

1. SENSATIONALISM

In his critical analysis of the press' credibility, Michael Gardner, Editor and Co-owner of the DAILY TRIBUNE in Ames, Iowa, points the finger at an overabundant, sloppy use of adjectives and adverbs. Vivid descriptions are exciting and interesting to read. Used carefully they contribute to the accuracy and clarity of a report. However, they can be "loaded," subtly clouding a reader's understanding of the facts of an event with the writer's opinion of that event.

PROJECT: Review one CNN NEWSROOM report on one of the week's devastating events. As you view, list all the adjectives and adverbs. Now transcribe the script without the modifiers; simplify the verbs and nouns. Does this "edit" significantly change your view of an event? How? If not, use your edit to explain.

2. UNVERIFIED QUOTATIONS OR CITATIONS
Another of Mr. Gardner's criticisms concerns anonymous sources and a questionable dependence on a computerized news service known as Nexis. News that is based on statements that are made by that familiar figure ANONYMOUS cannot be verified by readers. News based on statements or citations lifted from Nexis reports is often not verified by the reporter. The direct result of unverified citations, often, is misreporting.

PROJECT: Look at your rewritten script; delete ANONYMOUS quotations. Reassess your report. Put question marks on the remaining quotes, unless the speaker is on video. Has the credibility of the report changed again? Explain.

3. POINT OF VIEW
Many of the complaints made about the coverage of the war focused on point of view. The credibility of reports that reflect one point of view is questionable. The inclusion of many points of view of a given incident or event helps a reader assess more accurately the significance of that event.

PROJECT: Examine your report for a third time. How many points of view can you identify? For whom would your report be credible and for whom would it not be credible? Is it possible to make the report credible to everyone? Explain.

DIRECTIONS: Each of the lead sentences below describes a person, place or term you saw in this week's CNN NEWSROOM programs. To help you out, we've provided the answer to each lead; but, to make it interesting, we've scrambled its letters! Unscramble the letters to correctly spell the subject of that lead. Write your answers on the lines below. Then create your own leads and scrambled news items from newspapers, news magazines and online news sources.

1. LEAD: The Pontiff visited the U.S. last week and offered messages of hope to millions.
SCRAMBLED NEWS ITEM: eopp nhjo ualp

_____

2. LEAD: Residents of the Florida Panhandle returned home to survey the storm's damage.
SCRAMBLED NEWS ITEM: eurhirnac lpao

_____

3. LEAD: Investigators have a theory regarding a motive for this week's Amtrak derailment.
SCRAMBLED NEWS ITEM: iotcdsme rrrmioets

_____

4. LEAD: This disaster in Mexico was the worst that nation has experienced this decade.
SCRAMBLED NEWS ITEM: teraaekhuq

_____

5. LEAD: The party launched the first televised debate of the presidential campaign, live from New Hampshire.
SCRAMBLED NEWS ITEM: abpurilnce

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6. LEAD: Winners of these prestigious awards in physics, chemistry, medicine and economics were announced this week.
SCRAMBLED NEWS ITEM: eolnb eipzr

NEWSROOM WORLDVIEW

HAITI: HAITI--POLITICS AND GOVERNMENT; UNITED NATIONS--ARMED FORCES

1. Describe events and people who have made the past decade in Haiti a "violent" one. Since Pres. Aristide returned to power, has the violence ended? Explain. Why is February 19, 1996, an important and, for some, a fearful date? In groups:
   a. Use resources to create a decade-long Haitian political timeline -- from 1986 and the overthrow of Jean-Claude Duvalier through the pull-out of U.N. troops in 1996.
   b. Based on past and current political facts about Haiti and information about past U.N. peacekeeping missions, write possible headlines for Haitian and national newspapers for the month of February. Defend your predictions.

INTERNET: http://www.intac.com/PubService/rwanda/OFDA/HAITI/OFDA-1.html

EDUCATION: EDUCATION--U.S.; U.S. EDUCATION SECRETARY RICHARD RILEY

2. BEFORE AND WHILE VIEWING: List questions you would ask U.S. Education Secretary Richard Riley in a round table discussion then look for answers to your questions. AFTER VIEWING: Discuss topics brought out in the brief excerpt from the interview. Use resources to discover Mr. Riley's position on other questions on your list. Have a class "Education Round Table," taking turns representing Mr. Riley's position. Send a tape or transcript of the proceedings to Secretary Riley. CHALLENGE: Participate in the education debate at a local level. Find out when your school board meets and call to learn the best session(s) for bringing up questions on your list.

INTERNET: http://www.ed.gov

SINGAPORE: EDUCATION--SINGAPORE; EDUCATION--TECHNOLOGY

3. Define "computer fluency" according to Richard Yen. Do you agree that computer fluency should be an educational goal? Cite specific illustrations to support or refute your school's approach to computer fluency.
4. In 1984, Seymour Papert wrote: "There won't be schools in the future -- I think the computer will blow up the school...The whole system is based on a set of structured concepts that are incompatible with the presence of the computer." Does the described computer use in Singapore support this prediction? Explain. Outline a computer-based curriculum that illustrates your position on computers and education.

INTERNET: http://inet.ed.gov (SEARCH: computer)

----------WORLDVIEW: TODAY'S NEWS TERMS----------

U.N. Peacekeeping Troops	Jean-Bertrand Aristide	Richard Riley
computers in education	computer fluency	"edutainment"

Monday, October 16, 1995

NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY/ OUR WORLD	Can the Million Man March overcome the controversy surrounding its organizer?	4:00	5:10
HEADLINES	SIXTH DELAY FOR COLUMBIA MISSION...	:20	5:30
FRUITS OF/ LABORS	(Part I) Migrant workers follow the harvest, hoping for a better future.	5:40	11:10
DID YOU KNOW?	The focus of the "Ibero-America" Summit is education.	:30	11:40
FUTURE DESK	A green thumb and a keyboard will get you into the tele-garden.	2:25	14:05
CNN NEWSROOM CLOSE		:55	15:00

CNN NEWSROOM WORLDVIEW OPEN		:40	15:40
AFTER THE FALL:PT 1	CENTRAL ASIAN nations in the CIS trade democracy for the hope of economic stability.	6:05	21:45
DIVORCE IN CHILE	CHILE: Divorce is illegal due to the strong Catholic influence. But, that may change.	3:30	25:15
ELLIS ISLAND	Ellis Island was the gateway to America for millions of immigrants, from 1892-1954.	3:30	28:45
CNN NEWSROOM WORLDVIEW CLOSE		1:15	30:00

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TOP STORY: MILLION MAN MARCH

1. Who is Louis Farrakhan? Why is there so much controversy surrounding him? What are some supporters of the Million Man March doing to "distance themselves" from Mr. Farrakhan? Do you think the controversy surrounding his remarks will overshadow the march itself? Explain.
2. Have groups of students search their texts and other resources to gather information about other marches on Washington, D.C. What other groups have marched in recent history and what were their goals? Did any of the marches have a significant effect on policy? Challenge each student to write a paper comparing the goals of any one of these marches with those of the Million Man March. Have each student offer a prediction as to whether today's march will have an impact on future legislation.

FRUITS OF THEIR LABOR: (PART I)

3. Describe Alejandro Valdez's job. Why does the Valdez family travel with the seasons? Which family members work in the fields? How does each feel about the job?
4. What are some of the adverse conditions under which migrant workers do their jobs? Have small groups of students brainstorm a list of these adverse conditions and circumstances and share their lists with the class. Then challenge each student to assume the role of a migrant worker and write a short paper describing his/her thoughts about work upon waking up one day. What keeps him/her going? What are his/her worries? hopes for the future?
5. In the video we are told that "...like most migrant families, the Valdez's annual income is below the poverty level." Ask: What is the poverty level? Encourage students to offer answers. Then have them work in groups to locate U.S. government statistics on poverty and discuss their findings. What is the government-defined "poverty level"? What percentage of U.S. children live in poverty? How do you think living below the poverty level would affect a family emotionally and physically, as well as financially? Discuss.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Louis Farrakhan Nation of Islam Million Man March Newt Gingrich
Clarence Thomas migrant worker spinach federal poverty level

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***** *   * ***** *   * *****  *****
*     *   *   *   *   * *   *  *
***   *   *   *   *   * ****   ***
*     *   *   *   *   * *   *  *
*     *****   *   ***** *    * ***** DESK:  TELE-GARDEN
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1. BEFORE VIEWING: If you could design a connection between technology and gardening, what would it be? Why?

2. AFTER VIEWING: Describe the University of Southern California's tele-gardening project. What purpose(s) does it serve for today and for the future of robotics? Explain.

3. Based on information from the video, have students define "tele-robotics." Create a class list of possible uses of this combination of telecommunications and robotics. Students should consider uses across industries and within and across social and political groups. Discuss the pros and cons of each possible application. CHALLENGE: Have small groups select one concept and design a marketing "prototype," including purpose, rationale, market and possible problems to overcome. Have groups "sell" their business ideas to the class.

4. Are you likely to become one of the thousand telegrapheses participating in this project? Why/Why not? Based on the video and their knowledge or experience with telecommunications and/or robotics, have students decide if tele-robotics is a practical concept for today. What advances, human or technological, might eliminate possible objections to the concept? According to Professor Ken Jolter, "The next step is human surgery." Challenge students to use this as the caption of editorial cartoons that either support or question the continued study and use of tele-robotics.

5. What are the differences between modern industrial robots and the science fiction robots of the past? Which are more "humanized"? Why? Have students agree or disagree with Professor George Pekoe: "...it's important to bridge the gap between our view of ourselves and...the robots that are out there in the world." Have students use their answers and the concept of "humanization" as the basis of the outline of a science fiction story that incorporates today's robot technology. Have students turn their outlines into short stories or television scripts.

6. How is the tele-gardening project an "interaction between art, nature and technology"? Have students use the HANDOUT (pg 4) to examine present and future technological "marriages."

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

tele-robotics industrial robot telecommunications Internet

STUDENT HANDOUT: TECHNOLOGY

DIRECTIONS: Technology often represents the marriage of scientific theory to human need and enterprise. Explain the relationships represented by tele-gardening and described by Professor Jolter.

TECHNOLOGY: Tele-gardening
RELATIONSHIP AMONG: Art, nature, telecommunications, robotics
EXPLAIN:

Now, select 3 current technological projects and state and explain the relationships:
TECHNOLOGY: _____

RELATIONSHIP AMONG: _____
_____

EXPLAIN:

TECHNOLOGY: _____

RELATIONSHIP AMONG: _____
_____

EXPLAIN:

TECHNOLOGY: _____

RELATIONSHIP AMONG: _____
_____

EXPLAIN:

CHALLENGE: Describe the possible relationships of a future technological advance:
TECHNOLOGY: _____

RELATIONSHIP AMONG: _____
_____

EXPLAIN:

AFTER THE FALL (PART 1): COMMONWEALTH OF INDEPENDENT STATES--CENTRAL ASIA; COMMONWEALTH OF INDEPENDENT STATES--REFORM

1. WHILE VIEWING: Define the following terms based on events and policies in Central Asia: western-style democracy; economic reform; political reform; democratization; dissent; referendum; repressive; destabilization; totalitarian. AFTER VIEWING: How would you characterize the current governments of each of the nations mentioned in the video? Use resources to complete a chart of ECONOMIC AND POLITICAL CHANGE: GOOD POINTS and BAD POINTS. How might the chart serve as a guide for change?
2. Begin a political map of the Commonwealth of Independent States (CIS) and, as CNN NEWSROOM WORLDVIEW's "After the Fall" series continues, create a comparative map study.

INTERNET: http://coombs.anu.edu.au/WWWVL-AsianStudies.html#Central

DIVORCE IN CHILE: CHURCH--GOVERNMENT POLICY--CHILE; DIVORCE

3. Describe the religious tenet behind Chile's prohibition of divorce. What have been the social consequences of the law? How does this represent a moral dilemma for Chile's citizens? Can there be a solution to a moral dilemma? Explain.
4. The separation of church and state is a basic principle of the constitutions of many nations. Illustrate the rationale behind this principle with current and historical events and issues.

INTERNET: http://www.iclnet.org/pub/resources/text/wittenberg/mosynod/doct-13.txt

ELLIS ISLAND: UNITED STATES--IMMIGRATION AND EMIGRATION

5. What facts, figures and statements illustrate Ellis Island's historical significance? Describe the personal significance Ellis Island holds for Manny Steen. How is immigration a national story -- politically, socially, economically and geographically, as well as a personal story? Collect and share a class compendium of immigration stories, past and present.
6. Just like Manny Steen, immigrants often had to pack sparsely and choose among necessities and treasures. If you were planning to emigrate what would you pack? Work with others in the class to collaborate on the contents of a trunk no larger than 2'x2'x4'. Describe the rationale for each choice.

EXTENSION: Check Turner Adventure Learning for "Migration to America: Ellis Island," October 19 and 20, to see what other students chose to pack. Call (800) 639-7797.

INTERNET: http://wwwald.bham.wednet.edu/museum/museum.htm

----------WORLDVIEW: TODAY'S NEWS TERMS----------

Commonwealth of Independent States Central Asia planned economy
Catholic Church divorce Ellis Island immigration inspection

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******   ***     ***     *                    Tuesday, October 17, 1995
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*       *   *   *  *    *
**********     ***     *** NEWSROOM_____________________________________
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* Over 12 million people of all religions, races and nationalities *
* passed through Ellis Island. Celebrate a history of cultural *
* diversity with your students by transporting them to Ellis Island*
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY:	African-American men in unprecedented numbers converged on Washington, D.C.	4:45	5:55
HEADLINES	HURRICANE ROXANNE CAPSIZES BARGE IN MEXICO'S BAY OF CAMPECHE.	:20	6:15
FRUITS OF THEIR LABORS	PART 2: When working conditions turn hazardous, migrant workers have no where to turn for health care.	5:05	11:20
WHAT'S NEXT?	Tomorrow, teen migrants tell their story.	:45	12:05
INTERNAT'L DESK	Three-wheeled, battery-powered Tuk-Tuks are taking over Bangkok's streets.	2:35	14:40
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:00	15:40
AFTER THE FALL: PT 2	CENTRAL ASIAN nations in the CIS have the natural resources for strong economies.	5:25	21:05
JORDAN	Islamic fundamentalists and the Jordanian government coexist in a pledge to peace.	4:55	26:00
ENDANGERED SPECIES	One Hunter's Hartebeest stands on the edge of extinction. Can the species be saved?	3:05	29:05
CNN NEWSROOM WORLDVIEW CLOSE		:55	30:00

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TOP STORY: MILLION MAN MARCH

1. Describe the atmosphere at the Million Man March. Why do you think that Louis Farrakhan referred to it as a "Day of Atonement"? How did President Clinton respond to the March?
2. What were some of the opinions and images that shaped this event? Distribute the RESOURCE (pg 4) to groups of students. Review and discuss the quotes and the range of images surrounding the March. Challenge each group to present its impression of the March via any creative medium -- poetry, music, painting, sculpture. Have each group present its creation and explain how it mirrors some of the different quotes on the RESOURCE.
3. Were all African-Americans in agreement as to the goals and the significance of the March? Use the RESOURCE (pg 4) to help students understand that cultural diversity also encompasses diversity of thought. Is it necessarily a "bad" thing that some African-Americans did not deem the March important? Does disagreement over Mr. Farrakhan's comments undermine the goals of the March? Discuss.

FRUITS OF THEIR LABOR: PART 2

4. Why does Hector Manuel Lopez describe his job as "dangerous work?" What keeps him going back to his job? Does he worry about the dangers? Why/Why not?
5. What are some of the most common health problems that Tom Reeves sees as a Physician's Assistant at a migrant health center? According to Mr. Reeves, what elements of the migrant workers' lifestyle exacerbate these problems? How might one go about educating the migrant workers about their particular health risks and lifestyle?
   a. Invite a health professional to address the class on the connection between lifestyle (body weight, diet, exercise, etc.) and chronic diseases such as diabetes, high blood pressure and heart disease. Direct students to ask questions and take notes.
   b. Then have students work in groups to outline ways to convey this information to migrant workers.
   c. Have groups present and discuss their ideas.
6. Should the owners of the fields in which migrant farmers work be responsible for some degree of medical care for their workers? Have students work in groups to research the pros and cons of this issue and share their ideas with the class. Is paid medical care so costly that it could drive farm owners out of business, or is it an investment in the workers who help the farm to be profitable? Discuss.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

"Day of Atonement" rededication anti-Semitic Christians Muslims racism fascism Rosa Parks hypertension anemia stroke diabetes

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* * * * * * *
* * * * * *
*** * ** * *** DESK: TUK-TUK POWER

1. BEFORE VIEWING: What causes the problem of photochemical smog in such big cities as Los Angeles and Atlanta? Brainstorm strategies people living and working in these cities could adopt to fight smog.

2. AFTER VIEWING: How is the city of Bangkok, Thailand, attempting to guard its skies against smog? Why is the battery-powered Tuk-Tuk so successful? Where else in the world might it find similar success? Explain. Would the Tuk-Tuk "take" in America? Under what conditions and in what locations?

3. As more and more developing nations seek the benefits of motorized transportation, problems are created for the environment world-wide. Brainstorm all the possible environmental problems Thailand and its continental neighbors will face as their citizens increasingly adopt gas-powered engines for travel, transportation and trucking. Use this list of environmental "horrors" to create a humorous advertisement for the battery-powered Tuk-Tuk. Pitch your ad to urban dwellers living in Thailand, India or Nepal.

4. Why are Tuk-Tuks especially suited to Asia? Where else might they sell?
   a. Use world maps and population figures for the world's big cities to identify other locations where battery-powered Tuk-Tuks could be successful.
   b. Consider the following: space for parking; average distance urban dwellers travel; available energy sources; per capita income; weather conditions that interact negatively with engine emissions or cause problems for owners; typical transportation requirements of drivers; and, available energy sources.
   c. Assume you are in charge of expanding operations for the Bangkok factory presently tooling up to build electric Tuk-Tuks. Work in small groups to decide these questions:
      i. Where will you go after India and Nepal?
      ii. How will you customize your Tuk-Tuk to suit the new market?
      iii. What businesses might make the best partners in a joint venture to make and sell Tuk-Tuks?
   d. Write a short plan outlining and explaining your strategy based on information from your research and your group's answers to the above questions.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

battery-powered Tuk-Tuk joint enterprise prototype

STUDENT RESOURCE: MILLION MAN MARCH: QUOTES AND OBSERVATIONS

Throughout yesterday's Million Man March, several sentiments were expressed by people from all walks of life. Here are some samples of what has been said:

"Whatever the momentum is that comes out of this march has to continue on a local level. This is where it starts today and continues forward." -- Valerie Michaud, community organizer in Houston.

"It's a healing feeling to see so many black men come together, and not a whole bunch of violence or drugs or all that stuff. This whole thing is about self-respect." -- Donald Simms, New York.

"One million men do not make right one man's message of malice and division." -- U.S. President Clinton, referring to Louis Farrakhan's remarks against Jews, Koreans, Palestinians, Vietnamese.

"It's just turned into a really great, three-day weekend. Shopping is a bonus -- I thought I'd be stuck at home because the roads were so bad." -- Sherron Hayes, U.S. Postal worker who took the day off.

[Farrakhan] "is not going to pay my bills. As a Christian, I didn't really follow much of Farrakhan's stuff...I look up to God. He'll do so much more for me than Farrakhan."-- Belinda Green, who kept her business open in spite of Farrakhan's plea to African-Americans to close their businesses and not shop in observance of the march.

"There is a great divide, but the real evil in America is not white flesh or black flesh. The real evil in America is the idea that undergirds the setup of the Western world. And that idea is called white supremacy." -- Louis Farrakhan, addressing the Marchers.

"This will show America that the black man isn't some gun-toting, drug-selling stereotype that's portrayed in the media." -- Phillippa Braxton, Laurel, Maryland.

"I feel great, just knowing my brothers and uncles, they're doing something for the black people to help lift them up." -- Carolyn Brown, 15, Chicago.

"It's almost impossible, if not impossible, to have an objective dialogue on those issues [on the value of self-help and pride]...when they are all laced with all of the anti-Semitic rhetoric, when it's laced with all the anti-gay and lesbian rhetoric." -- Calif. Assembly Speaker Willie Brown.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

CNN News, Oct. 16, 1995.

NEWSROOM WORLDVIEW

AFTER THE FALL (PART 2): COMMONWEALTH OF INDEPENDENT STATES--CENTRAL ASIA; COMMONWEALTH OF INDEPENDENT STATES--ECONOMICS

1. BEFORE VIEWING: Looking at a map of Central Asia, create a class list of possible natural resources and major products of the region. On what did you base your choices? AFTER VIEWING: Verify and add to the items on your list. Despite this wealth of natural resources, the citizens of these nations are poor. Explain. Working in a small group, choose one country from the video and create a plan to guide citizens in using its natural resources to create a stable, growth economy. What strategies will help the wealth "trickle down"? Is your plan based on a market economy, a planned economy or a combination? Explain.

INTERNET: http://ils.unc.kiree/kazakhstan.html

JORDAN: ARAB COUNTRIES--JORDAN; ISLAM--FUNDAMENTALISM

2. What seems to be the basis of peaceful coexistence in Jordan? What compromises have the government and fundamentalists made? Why is Jordan unique among Arab nations? Why do some feel things might change in Jordan? Based on your answers to these questions, create a written contract to help insure the continuation of peace between the Islamic movement and the Jordanian government. CHALLENGE: Can your contract be effective in other Arab nations? Choose one nation, research and explain. What impediments or support might there be -- historical, political, social, geographic, economic?

INTERNET: http://medcor.iconnect.com/jordan/nc/ncindex.html

ENDANGERED SPECIES: ANTELOPE--HUNTER'S HARTEBEEST

3. How might science save the Hunter's Hartebeest from extinction? Describe the concept of Project Noah's Ark and "genetic banks." Do you believe this international scientific effort is important? Explain. CHALLENGE: Use the image and story of the lonely Hunter's Hartebeest as the centerpiece of an awareness campaign to let others know about Project Noah's Ark.
4. Research to discover why the Hunter's Hartebeest is endangered. Are there animals in your own area that are threatened? Explain. What efforts have been made to insure their continuation? Check with local environmental groups, zoos and nature preserves and find out what you and your school can do to help.

INTERNET: http://www.econet.apc.org/endangered

----------WORLDVIEW: TODAY'S NEWS TERMS----------

exploitation of natural resources production interdependence
Islamic fundamentalists genomes cryopreservation surrogate

Wednesday, October 18, 1995

NEWSROOM _____

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	The Million Man March has prompted a call for a new look at U.S. race relations.	3:55	5:05
HEADLINES	-ROXANNE BRINGS FLOODS TO MEXICO -YET ANOTHER BOMB ON THE PARIS SUBWAY	:45	5:50
FRUITS OF THEIR LABOR	PART 3 OF 5: Financial gains from migrant work often lead to educational losses.	5:40	11:30
BUSINESS DESK	Liu Yonghao is one of China's richest men and most successful entrepreneurs.	2:55	14:25
OUR WORLD	Have students in the U.S. improved their geography skills? Have you?	:35	15:00
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:00	16:00
AFTER THE FALL:PT 3	TAJIKISTAN's communist government, with Russia's help, resists Islamic rebel forces.	5:25	21:25
RECYCLING	INDIA's new entrepreneur Rangegowda Ganesha turns garbage into a profit.	2:50	24:15
RAGIN' CAJUN	LAFAYETTE, LOUISIANA: The language of their ancestors help save a rich cultural legacy.	4:10	28:25
CEZANNE	FRANCE: Grand Palais hosts a grand exhibit.	:40	29:05
CNN NEWSROOM WORLDVIEW CLOSE		:55	30:00

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TOP STORY: U.S. RACE RELATIONS

1. BEFORE VIEWING: "Our nation is moving toward two societies, one black, one white -- separate and unequal." Who said this? AFTER VIEWING: Is this quote from the Kerner Commission, 1968, valid today? Explain. What is the purpose of a presidential commission on race relations? Consider social and political issues and repercussions, positive and negative.
2. BEFORE VIEWING: Have students list the different perspectives represented in the video. AFTER VIEWING: Race relations are more than an issue of black and white in the U.S. Guide students to search the media and/or carry out community surveys to find the perspective on race relations among different minorities, women, various socioeconomic groups, political and/or public interest groups. Based on this information, have the class determine what should be the racial and ethnic make-up of a commission to study race relations in the U.S.

CHALLENGE: Considering the class findings, have students name at least 3 people they would appoint to the commission and write a letter of recommendation for each.

FRUITS OF THEIR LABOR: PART 3

3. What reasons did the young migrant workers who had dropped out of school give for their decisions? What conflicts do they face? Are these students at greater risk of dropping out than most? Explain. Have students role play conversations with the young people in the video who chose to drop out. Is it possible to counter their arguments?

EXTENSION: Are students at risk of dropping out in your school? What are the major reasons given? Role play conversations that might convince students to stay in school in your area.

OUR WORLD: "POP QUIZ"

4. BEFORE VIEWING: "To drive from Los Angeles, California, to Salt Lake City, Utah, in the most direct way, which direction would you travel?" AFTER VIEWING: Was your answer correct? Guide students to design a geography test for others in your school based on the National Geography Strands (1994): the world in spatial terms; places and region; physical systems; human systems; environment and society; the uses of geography.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Kerner Commission (1968) centrist dropout migrant worker

CHINA'S DESK: GRAIN KING

1. BEFORE VIEWING: What is an entrepreneur? Name some famous entrepreneurs with whom you are familiar.

2. AFTER VIEWING: How are Liu Yonghao and his brothers "pioneers"? Besides the challenge of starting their business, what challenges might they have faced as entrepreneurs in China thirteen years ago?

3. Divide students into groups. Have each group conduct research to learn more about the state of the Chinese economy when Liu Yonghao and his family began their business. Who owned the

means of production (factories, farms, etc.) at that time? What were some downsides associated with this system? Have groups share their findings. Discuss: How did the introduction of the concept of free enterprise change China's economic climate? In what way was Liu Yonghao's family "ahead of its time"?

4. What drives the entrepreneur? Have students work in small groups to locate and interview a local entrepreneur. Distribute the HANDOUT (pg 4) and direct students to use the questions on it as a guide. Groups may choose to record their interviews on tape (audio or video) or in writing. Have groups present their interviews to the class. Generate a class discussion comparing the interviews and citing any "common threads" among entrepreneurs. Do students think there are any personality traits or skills that could help to predict whether any given person might be a successful entrepreneur?

5. Invite a local banker to address the class on the financial aspects of "getting started" in a business. If the entrepreneur needs a loan, what kinds of loans are available? What is the first step to application? What specific items will the lender want to examine in order to determine whether or not to make the loan? Instruct students to take careful notes. Then assist the class in taking all the terms that have been discussed (e.g., SBA loan, financial statement, collateral) and research a definition for each. Divide the list of terms/definitions and have students work in groups to write these in their own words. Combine the student explanations of these business terms into a classroom reference page.

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------
The Hope Group "Grain King" private enterprise pioneering spirit
living standards code of ethics Sichuan province simplicity

STUDENT HANDOUT: ENTREPRENEUR INTERVIEW

DIRECTIONS: An "entrepreneur" is defined as "a person who organizes and manages an enterprise, especially a business, usually with considerable risk." (RANDOM HOUSE WEBSTER'S DICTIONARY) Locate an entrepreneur in your community and conduct an interview with him/her. Use this handout as the guide for your interview:

INTERVIEW WITH_____

OF (business/company name):_____

1. Describe your business:

2. How and when did you get started in this business?

3. What were some of the biggest obstacles you had to overcome when you started?

4. What are some of your biggest challenges now?

5. What sacrifices have you had to make throughout your career?

6. What is your single most significant accomplishment?

7. An entrepreneur is often identified as a "risk taker." Do you feel you are a "risk taker"? Why/Why not?

8. What advice can you offer someone who is interested in following in your entrepreneur-footsteps?

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Record your interview on tape (audio or video) or in writing and present it to the class. Compare your entrepreneur to those other students have interviewed. Is there a "common thread" among them? Is there any way to predict, with reliability, whether o not a person might be a successful entrepreneur?

NEWSROOM WORLDVIEW

AFTER THE FALL (PART 3): COMMONWEALTH OF INDEPENDENT STATES--CENTRAL ASIA--TAJIKISTAN; ISLAM--FUNDAMENTALISM; CIVIL WAR

1. How are the difficulties facing Tajikistan after the breakup of the Soviet Union different from those facing others in the CIS? Why? Create a chart of all the factions in this conflict (Tajikistan's pro-Communist government, Islamic fundamentalists in Tajikistan and Afghanistan, democratic forces, Russian forces) and explain why each is fighting. Based on the chart, list the possible consequences of success by any faction(s).

INTERNET: http://coombs.anu.edu.au/WWWVLAsian/Tajikistan.html

RECYCLING: INDIA--ECONOMICS; ENTREPRENEUR; RECYCLING; COMPOST

2. WHILE VIEWING list all the reasons why Rangegowda Ganesha is a successful entrepreneur. AFTER VIEWING ask: Why is his success good for him and his country? Are entrepreneurs in your community supporting businesses that benefit the area? Search the business pages of the phone book and interview members of civic and business groups to discover local, environmentally conscious businesses. Does their "green" image invite support? Explain. CHALLENGE: Search to find national and international companies that support the environment. Make others aware of their contributions.

INTERNET: http://www.yahoo.com/Business_and_Economy/Organizations/Public_Interest_Groups/Environment/

RAGIN' CAJUN: EDUCATION--BILINGUAL; CULTURE--PRESERVATION

3. WHILE VIEWING discover the origin of the Cajun population in Louisiana and note some of its major cultural distinctions. AFTER VIEWING: Why has it become difficult for Cajuns to pass their cultural legacy to new generations? Can lessons applied in Lafayette work in other areas, for other cultures? Explain. "Language is key to cultural preservation." Design a research plan to support or refute this statement. Illustrate your findings with anecdotes similar to the "Ragin' Cajun" story.

INTERNET: http://www.willamette.edu/~tjones/Language-Page.html

CEZANNE: ART, FRENCH; ART--POST-IMPRESSIONISM; CEZANNE

4. Why is the Cezanne exhibit attracting so much attention? What is the difference between impressionism and post-impressionism? Find illustrations of differences in artistic styles and/or periods. Act as a docent to explain these differences to those who come to your exhibit.

INTERNET: http://dc.smu.edu:8000/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

Tajikistan Islamic fundamentalists civil war Bharat (India)
"Green" company Acadia Cajun French immersion Paul Cezanne

Thursday, October 19, 1995

NEWSROOM

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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY:	Parisians tighten security in the wake of yesterday's underground train bombing.	3:50	5:00
HEADLINES	U.S. PREPARES FOR BOSNIA PEACE TALKS	:40	5:40
FRUITS OF THEIR LABORS	PART 4: A new program offers migrant workers a better future through education.	5:05	10:45
LOOK AHEAD	TOMORROW: MIGRANT WORKERS, PART 5	:35	11:20
NEWSROOM ONLINE	See Page 2 of this Guide for an on-line conference opportunity!	:40	12:00
SCIENCE DESK	There's a high-tech "secret weapon" in the war against speeding.	2:50	14:50
THE WORLD	Russia's dinosaur graveyard....	:30	15:20
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:25	16:45
AFTER THE FALL:PT 4	KYRGYZSTAN publicizes its successful political and economic reforms.	5:10	21:55
METRIC MEASURE	GREAT BRITAIN: Euro-standardization means no more yards, pounds or gallons.	4:30	26:25
LATIN WOMEN	UNITED STATES: Latin women in U.S. films share beauty and culture.	2:55	29:20
CNN NEWSROOM WORLDVIEW CLOSE		:40	30:00

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TOP STORY: PARIS TRAIN BOMBING

1. How is Paris coping in the aftermath of yesterday's terrorist attack? How do the expressions and sentiments of its citizens underscore this feeling?
2. According to the video, the headline in a Parisian paper read "Paris is Afraid." Lead a discussion on how fear is also a terrorist's weapon. Do students think this headline was a good idea? Based on what they have seen in today's TOP STORY, is it an accurate headline? Divide students into small groups and have them discuss whether it is possible to promote security in the wake of a terrorist attack without promoting fear. Have each group discuss its conclusions.
3. How has terrorism affected everyday life in Paris, in addition to the obvious security measures? Call attention to the fact that terrorism often grips a city or nation in fear, thereby holding that entire lifestyle "hostage." Challenge students to cite examples from the video to support this claim, such as fewer tourists, sealed trashcans, etc. Have groups generate lists of the economic and social "ripple effects" of terrorism.

FRUITS OF THEIR LABORS: PART 4

4. In what way is La Escuela de San Jose unique? According to the school's teachers, why is continuity so important to the migrant farm children?
5. Invite a child psychologist or counseling professional to address the class on the importance of continuity in the life of a young child. How does a routine give a child a sense of security and why is that important? After the talk, have the speaker engage the class in a discussion of ways your students can help youngsters who need a sense of security. Challenge your students to implement one of these ideas at home or in school.

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Next week on CNN NEWSROOM, Jim Bacon reports on "Teens in Trouble," kids whose actions have landed them in a prison or military-style boot camp. You can talk with Major Charles Harris, a commandant of one of those camps on AMERICA ONLINE, next Tuesday at 7:30 pm ET. To participate, log on AMERICA ONLINE, then choose KEYWORD: "CNN." Then click on "ON-LINE CONFERENCES." From there, enter "THE STUDIO." Hope to hear from you on-line!

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----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

G.I.A. Jacques Chirac Algeria ultimatum The Louvre
fundamentalist Interior Ministry Saint Michel Subway Station
Catholic continuity logistical self-esteem dividends

DESK: LASER GUNS

1. BEFORE VIEWING: For what do the letters in the acronym "LASER" stand? (Light Amplification by Stimulated Emission of Radiation). Based on this "definition," explain the properties and uses of lasers.

2. AFTER VIEWING: What kinds of technology do highway patrol officers use in speed limit enforcement? How is the veracity of this technology challenged in the courts? How could laser technology improve the accuracy of police detection? Discuss.

3. Have groups of students research the compositional elements of a laser. Ask groups to pay particular attention to the reaction that is needed to form the laser light beam. Have groups diagram a laser and color code the elements that are

used to produce the laser effect. Display group work. Lead a class discussion of the present and potential future applications of laser technology.

4. Is a laser gun an improvement over current methods of speed limit enforcement? Discuss the performance attributes of the two forms of detector guns: radar or laser. Encourage students to investigate and share any information that they can find on the performance of each gun. Gather students into small groups and distribute the HANDOUT (pg 4).
   a. Challenge groups to use their information to deduce what vehicles on the diagram could be irrefutably proven to be speeders. What difficulties would each officer have in identifying the speed of each vehicle? To what extent are these difficulties the result of technological limitations?
   b. Have groups determine who they think they could prove was speeding then present and critique their work.

   How might the different potentials of the guns affect the certainty of each vehicle speed prediction? How might the different gun potentials complement each other for a more certain speed determination? Explain.

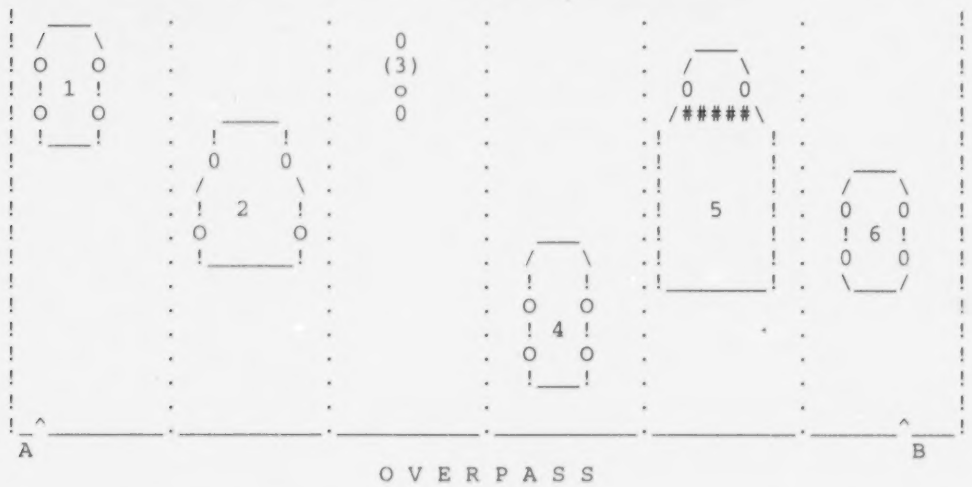
5. How might laser technology be used in other automotive applications? Have groups of students devise possible applications for lasers that might improve car or truck safety, performance, etc., and prepare presentations of their ideas for display in the school.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS ----------

laser pulses pinpoint filter system light pulses

STUDENT HANDOUT: ZAPPED!

SCENARIO: Two police officers, Officer A using radar and Officer B using laser, are testing their systems on an interstate highway overpass. Speed limit is 65 mph. Each lane is 14 ft. wide. All vehicles shown passing before them are traveling in the 55-75 mph range. Three of the vehicles are exceeding the speed limit.



OVERPASS

DIRECTIONS

1. Draw lines from each officer indicating how the general "spread" of their beam would hit each of the vehicles at this point. What difficulties would each officer have in identifying the specific speeds of each vehicle? Why?
2. On what vehicles do you think Officer A could accurately detect the speed? Why? Officer B? Why? What other factors, aside from technology, might play into the officers' decision as to who was speeding? Explain your rationale.

3. In your opinion, who would most likely be caught speeding? Why? What "gun" evidence could you irrefutably count on to support your determination?
4. Present your decision to the class for critique.

How might the different potentials of the officer's equipment affect the certainty of your predictions of each vehicle speed? How might these different potentials complement each other to make for a more certain determination? Explain.

NEWSROOM WORLDVIEW

AFTER THE FALL (PART 4): COMMONWEALTH OF INDEPENDENT STATES--CENTRAL ASIA--KYRGYZSTAN; ECONOMICS--REFORM

1. WHILE VIEWING: Look for ways Kyrgyzstan differs from its Central Asian neighbors. AFTER VIEWING: What problems does Kyrgyzstan face? What solutions are the people seeking? Based on the video, list reasons Kyrgyzstan might be an excellent country for international investment. Research to add to your list. How might possible problems be overcome? Design a prospectus of facts and statistics to attract multinational companies to invest in Kyrgyzstan. Address issues in the social, political, economic, cultural and natural environment.
2. Describe the legend of Mannas. What is its historical and cultural significance? What legends or historical accounts might act as symbols for other cultures? Choose one and work with others to represent the story and symbolize the culture, either dramatically or artistically.

INTERNET: http://www.adfa.oz.au/CS/flg/wf93/kg.html

METRIC MEASURE: EUROPEAN COMMUNITY--GREAT BRITAIN; METRIC SYSTEM

3. What is precipitating measurement standardization in Great Britain? What are the good points and bad points surrounding this change? Could you make this change easily? Why/Why not? Could your parents? Choose one type of measurement and devise and demonstrate a hands-on lesson to teach metric measures to people who are used to U.S. and British measures.
4. The U.S. had set a goal for changing to metric measures, also, but has failed to meet that goal. Why? Search for information to support or refute this statement: "In the 21st century, all industrialized nations should use standard metric measures."

INTERNET: gopher://gopher.uiuc.edu:70/00/UI/CSF/ISA/handbook/appc

LATIN WOMEN: WOMEN IN THE MOTION PICTURE INDUSTRY; CULTURE--LATIN

5. How are the Latin women in the video "erasing stereotypes"? Why is there a great opportunity for Latin film stars in U.S. films today? Design an advertisement for either the films or the female bullfighter described. What is the target market? How will you incorporate cultural or gender-specific information to attract your target audience?

----------WORLDVIEW: TODAY'S NEWS TERMS----------

Kyrgyzstan Mannas-chi international investment tourism
metric system European Community Euro-standardization Latina

Friday, October 20, 1995

NEWSROOM

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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Cuba bill loses bluster in Senate on the eve of Fidel Castro's visit to the U.S.	4:00	5:00
HEADLINES	CONGRESS BATTLES OVER MEDICARE CHANGES	:30	5:30
EDITOR'S DESK	-Controversy rages over the head count for participants in Million Man March. -Paris puts more soldiers on its streets.	2:50	8:20
DO YOU KNOW?	...States with highest migrant populations?	:20	8:40
FRUITS OF THEIR LABORS	How do migrant wages figure in the links in agriculture from farm to table?	5:55	14:35
LOOK AHEAD	NEXT WEEK: Teens in Trouble Series; Talk with Major Charles Harris on AMERICA ONLINE, next Tuesday at 7:30 pm ET.	:40	15:15
TOSS TO CNN NEWSROOM WORLDVIEW ----------		:45	16:00
ISLAMIC CHANGE	EGYPT: To fight militants, Mubarak's government supports conservative Islamists.	3:40	19:40
FAMILY LIFE	CHINA: Restricting family growth in China makes adoption easier for some non-Chinese.	5:05	24:45
GLOBAL SUPPORT	GRAND RAPIDS, MICHIGAN: Angela Maxey sends a "peace bomb" to Bosnia.	3:50	28:35
CNN NEWSROOM WORLDVIEW CLOSE		1:25	30:00

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ANCHOR DESK October 20, 1995 (2)

TOP STORY: U.S./CUBA

1. Why is Cuban leader Fidel Castro coming to the U.S.? Why has this visit caused so much controversy? Explain how a proposed U.S. Senate bill is helping to fan the flames of this controversy. Why is Pres. Clinton warning Congress not to send him a bill that "reinvigorates" the expropriation issue?
2. What was the "Cuban Revolution"? Have students work in small groups to conduct research about Fidel Castro's rise to power. What political, economic and social circumstances prompted his takeover? Have groups write a news scripts on the revolution such as would be used as a background package on CNN NEWSROOM.

EDITOR'S DESK/NEWSQUIZ

3. Distribute the NEWSQUIZ (pg 4) to each student. Tell students to write the elements of a news story (Who, What, When, Where) for both stories indicated in the directions, but choose one of those stories to write the Why/How. Students score points based on how much correct detail they can provide, for example, how many names and other identifiers can they provide for WHO.

FRUITS OF THEIR LABORS (PART 5)

4. How did the migrant farm system get its start? According to agricultural economist Phil Martin, what is the best way to relieve the poverty of the migrant workers? Why does he favor clamping down on illegal immigration? Explain why grape farmer Don Laub disagrees with him.
5. Generate a class discussion about the economic terms "supply" and "demand" and how each applies to this story. Then present each of these scenarios to students: How might the migrant worker's wage be affected if
   a. a drought resulted in a much smaller harvest season?
   b. the passage of stricter border control laws resulted in fewer illegal immigrants?
   c. the demand for California grapes increased suddenly?

   Have groups of students discuss their responses to each of the above, then share them with the class. Conclude by reviewing the different factors that have a bearing on migrant wages.

MEDIA LITERACY: FACT OR OPINION?

6. Distribute the HANDOUT (pg 3). Clarify the differences between FACTS and OPINIONS. Have students identify each item as a FACT or an OPINION and review their choices. Then challenge each student to take one FACT and one OPINION and rewrite each to make it the opposite kind of sentence.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Fidel Castro Little Havana embargo communist draconian sanctions expropriate California supply demand illegal alien entrenched

STUDENT HANDOUT: MEDIA LITERACY: FACT OR OPINION?

DIRECTIONS: How do you know whether something you hear or read in the media is FACT or OPINION? Is everything you hear and read in the media a "true" statement? Generally, a FACT is a truth that can be proven. An OPINION is an idea which may not yet be proven or may not even be true.

Each of the items below are paraphrased quotes from media coverage of this week's Million Man March. Decide for yourself which are FACT and which are OPINION and circle the appropriate word.

1. Park officials estimate that 400,000 people took part in the Million Man March.

   FACT -or- OPINION?

2. Louis Farrakhan's message is a divisive one.

   FACT -or- OPINION?

3. The marchers may be honorable, but their organizer is not.
   FACT -or- OPINION?

4. The President wants to have an open and honest discussion about racial issues.
   FACT -or- OPINION?

5. Louis Farrakhan and the O.J. Simpson verdict have all but assured the election of a conservative Republican for President in 1996.
   FACT -or- OPINION?

6. Louis Farrakhan is very respected in the Black community.
   FACT -or- OPINION?

7. Jesse Jackson has tried to serve as a mediator between Louis Farrakhan and the Jewish community.
   FACT -or- OPINION?

Share your answers and rationale for each in class. Choose one FACT and one OPINION from above and change the wording in each to make it the opposite kind of sentence.

TELLING THE STORY

DIRECTIONS: Test your knowledge of CNN NEWSROOM's major stories this week -- The MILLION MAN MARCH and the PARIS TRAIN BOMBING. Identify in detail as you can the WHO, WHAT, WHEN, WHERE for both stories but choose one and give the WHY/HOW.

STORY:_____

WHO: _____

WHAT: _____

_____

WHEN: _____

WHERE:_____

_____

==========

STORY:_____

WHO: _____

WHAT: _____

_____

WHEN: _____

WHERE:_____

_____

WHY/ HOW: _____

_____

_____

_____

ISLAMIC CHANGE: ARAB COUNTRIES; RELIGION AND POLITICS--ISLAM

1. Describe changes in Islamic relations in Egypt since [illegible] assassination of President Anwar Sadat, October 6, 1981. What is responsible for this change? Use the video and other sources to illustrate ethnic relations in Egypt through a political and cultural timeline. Are all problems ended?
2. What does Professor Rawdan Ashour mean by "cultural terrorism"? Use specific incidents cited in the video to either agree or disagree with his assessment of the situation. Take a stand along the following continuum to describe your assessment of conditions in Egypt and state the rationale for your choice:
   CULTURAL TERRORISM--1-----2-----3-----4-----5--CULTURAL CHANGE

INTERNET: http://grafton.dartmouth.edu:8001/lrc/culture/africa/egypt.html

FAMILY LIFE: CHINA--SOCIAL POLICY; ADOPTION

3. What is the purpose of the Chinese one child per family policy? Why are the majority of babies available for adoption girls? How has the policy been a boon to international couples looking to adopt? Discover adoption agencies and their policies in your community. Interview lawyers or family planning representatives who deal with adoption. Compile adoption statistics, then search the Internet and other sources to compare your own community's facts and figures with national statistics. Is Ron and Virginia's story typical? Explain.

INTERNET: http://www.adopt.com/adopt/

GLOBAL SUPPORT: BOSNIA-HERZEGOVINA; ARBITRATION, INTERNATIONAL; PEACE

4. BEFORE VIEWING AND WHILE VIEWING: Cite evidence to illustrate ways individuals can make a difference in a "global village." AFTER VIEWING: How do Angela's "peace bomb" and her father's "Bright Light" relief organization illustrate concrete support? Do the two differ in their aim? Explain. Work as a class to define the best way for individuals and groups in your school to support peace efforts in Bosnia-Herzegovina.
5. Angela's peace bomb is meant for the chief U.S. representative in the Bosnian peace talks. Create a class list of others who might benefit from a peace bomb. Will a peace bomb work only in areas where there is military conflict? Choose a person or place from the class list and design a peace bomb to support the end of conflict or strife. How would your bomb work?

INTERNET: http://www.csi.ad.jp/cranes/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

Islamic Jihad "cultural terrorism" one child per family policy
Bosnia-Herzegovina Serbs Croats "peace bomb" symbolism

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******  **   **   *                          Monday, October 23, 1995
*      * *  * *  *
*      *  * *  * *
********   **   ** NEWSROOM_____ _____
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	Presidents Bill Clinton and Boris Yeltsin disagree on strategies in Bosnia.	3:10	4:20
HEADLINES	CASTRO DRAWS ATTENTION AND CONTROVERSY	1:00	5:20
TEENS IN TROUBLE	WARNING: CONTAINS VIOLENT DESCRIPTIONS. PART 1: In the U.S. last year, teens were responsible for 1 in 5 violent crimes.	4:30	9:50
TOMORROW:	America Online, 7:30pm Tuesday: Talk to Major Charles Harris about juvenile crime.	:40	10:30
DID YOU KNOW?	The Internet began in the 1960s and now includes about 1 million computer networks.	:30	11:00
FUTURE DESK	Say "Hello" to the telephone that's taking computer communications into the future.	2:50	13:50
AROUND THE WORLD	INDIA: Scientists prepare to study the total solar eclipse to occur Tuesday.	:30	14:20
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:25	15:45
THE U.N.: PART 1	Argument over "veto power" almost put an end to the United Nations before it began.	4:50	20:35
NEWSDATE	On this date...October 23, 1983...	:30	21:05
PROPA-GANDA	BOSNIA: "In war, truth is always the first casualty."	3:25	24:30
POPE JOHN PAUL II	The papacy becomes "globally public" as the Pope travels and reinvigorates the church.	3:55	28:25
CNN NEWSROOM WORLDVIEW CLOSE		1:35	30:00

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TOP STORY: RUSSIA AND U.S. DIFFERENCES

1. BEFORE VIEWING: Have students use maps to designate members of NATO and members of the former Soviet bloc. AFTER VIEWING: What remnants of former disagreement between the U.S. and Russia cloud the peace initiative in Bosnia? Why? Guide students to create a class list of reasons to support each leader's stand. Have them argue both sides of the question.

EXTENSION: Have students search media coverage of Monday's meeting at Hyde Park to see if these differences can be resolved.

2. Divide the class into two research groups: one to create a profile of the strengths and weaknesses of NATO; the other to examine the strengths and weaknesses of the U.N. Have students present their profiles to the class. Based on their research and the problems in Bosnia, have the class vote whether the U.N. or NATO should be in charge of operations there.

HEADLINES: U.N. ANNIVERSARY CELEBRATION

3. WHILE VIEWING: From both the TOP STORY and HEADLINES, have students list the leaders present at the U.N. celebration. AFTER VIEWING: Challenge students to go on a media scavenger hunt to name as many of the 160 countries and their representative leaders as they can find.

EXTENSION: Have students pick a leader and give a 2- to 5-minute talk in celebration of what the U.N. has meant to that country.

TEENS IN TROUBLE: PART 1

4. As students watch this video segment, have them jot down words and phrases that describe their emotional reactions to the prisoners, their plight and their problems. Either as a class or in small groups, have students write mood poems using these phrases. As "Teens in Trouble" continues, have students add stanzas to their poems that reflect the perspectives featured.

5. Have students examine "teens in trouble" in your town. Invite juvenile officers, lawyers and/or social workers to a round-table discussion. Have students prepare questions based on information from the CNN NEWSROOM series.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

United Nations 50th Anniversary NATO Boris Yeltsin eclipse

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***** *   * ***** *   * *****  *****
*     *   *   *   *   * *   *  *
***   *   *   *   *   * ****   ***
*     *   *   *   *   * *   *  *
*     *****   *   ***** *   * ***** DESK: INTERNET TELEPHONE
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1. BEFORE VIEWING: What is the Internet? Have you ever journeyed on the Internet? If so, what kinds of things did you find?

2. AFTER VIEWING: How does the Internet phone work? How would you describe its quality of communication? What do you need in order to phone someone on the Internet?

3. Replay the video for students. Have them note the "positives" and "negatives" associated with using Internet phone and share their observations in a class discussion. Then ask: How would you suggest minimizing one of the "negatives." Divide students into groups and have each group brainstorm a possible remedy to one of the downsides of Internet phone use (e.g., poor quality of communication, specialized equipment needed). Have groups present their ideas and have the class offer a critique of each.

4. Currently, how many businesses use the Internet on a regular basis? Direct students to work in groups to compile and conduct surveys of several local businesses to find out whether they use the Internet and, if so, to what degree. Have groups analyze and present the survey results. What conclusions can the class draw from its data? Challenge each group to come up with one proposal aimed at making Internet use more attractive to businesses.

5. In the video, we learn that the lines that connect the Internet are owned, at least in part, by a telephone company. Should the telephone industry control or regulate the Internet? What other industries or organizations might have a legitimate claim to this valuable resource?
   a. Distribute the HANDOUT (pg 4) and challenge groups of students to offer at least one argument to support each organization's claim to the 'net. Direct groups to add any one person/industry/organization of their choosing to the HANDOUT, along with an appropriate rationale.
   b. Have groups share their ideas.
   c. Then tell groups to choose one of the entries on their HANDOUTS and prepare to "testify," as representatives from that organization, before a Congressional committee that is considering the question regulating the 'net.

   After all testimonies are complete, poll students to determine which group has offered the best rationale for its position.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Internet PC modem audio board log on ham radio software

STUDENT HANDOUT: CONTROLLING THE INTERNET

DIRECTIONS: The Internet is the "information highway" that offers new opportunities in accessing data and communicating with on-line users around the world. Who or what should regulate this valuable resource? Discuss this question within your group, then make an argument for each organization below to control the 'net. Add one person or organization of your choosing in the last space, giving your rationale there as well.

The U.S. GOVERNMENT should control the Internet because:

The Cable TV industry should control the Internet because:

The telephone industry should control the Internet because:

_____ should control the Internet because:

Share your responses with the class. Select one of the people/organizations above and conduct research to gather more data that would support your arguments. You'll be asked to "testify" before a "Congressional Hearing." Present your rationale at that hearing.

THE UNITED NATIONS (PART 1): UNITED NATIONS--HISTORY; INTERNATIONAL COOPERATION

1. BEFORE VIEWING: Describe problems that exist within the United Nations today. AFTER VIEWING: Are today's problems similar to those that plagued the formation of the U.N.? Explain. How did compromise solve the controversy over veto power? CHALLENGE: Just as the United States Constitution was built upon compromise, so was the U.N. Charter. Have students search for and share other compromises that brought the U.N. into existence. Have them analyze ways the compromises have served the U.N. both positively and negatively.
2. Begin a chart to analyze "The United Nations Today." As CNN NEWSROOM WORLDVIEW's series continues, keep track of political, economic and environmental issues that the U.N. faces. How does the initial charter support or hinder the activities of the U.N.? What changes might you make? Why?

EXTENSION: Find out about Turner Adventure Learning's electronic field trip to the United Nations. Call (800) 639-7797.
INTERNET: http://www.un.org/

PROPAGANDA: ETHNOLOGY--YUGOSLAVIA; ETHNIC RELATIONS; FREEDOM OF THE PRESS

3. BEFORE VIEWING: Define propaganda. AFTER VIEWING: How is propaganda fed to news agencies during conflict? Why? Is it possible to get the "truth" to citizens during conflict? Have students define and test strategies for finding information -- from watching different television newscasts to checking the Internet for perspectives from around the world. How can using a combination of media give a truer picture?

INTERNET:
http://carmen.artsci.washington.edu/propaganda/contents.htm

POPE JOHN PAUL II: CHURCH--GOVERNMENT POLICY

4. What has been the overall impact of Pope John Paul's "global papacy"? How have Catholics and others around the world reacted to him and his stand on major issues? CHALLENGE: Have students work in small groups to search different papal periods to create a timeline of papal influence on history. How has the power of the papacy changed over the years?

INTERNET: http://www.zpub.com/un/pope/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

United Nations Charter compromise deadlock Harold Stassen
propaganda ethnic war Pope John Paul II "global papacy"

Tuesday, October 24, 1995

NEWSROOM

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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	U.S. Pres. Clinton, Russian Pres. Yeltsin reach agreement on Bosnia during talks.	3:20	4:30
HEADLINES	CELEBRATIONS, PROTESTS MARK U.N. BIRTHDAY	1:00	5:30
ONLINE	U.S. Amb. to U.N. Albright online, Thursday.	:45	6:15
DID YOU KNOW?	...Women have taken charge of Nicaragua's Executive branch of government.	:30	6:45
INTERNAT'L DESK	The Philippines corner the market on production of U.S. cartoons made for T.V.	2:55	9:40
THE WORLD	SHUTTLE GETS TWO-WAY TELECONFERENCE CALL	:30	10:10
TEENS IN TROUBLE	PART 2: IMPACT West offers a "boot camp" alternative to first-time youthful offenders.	3:50	14:00
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:50	15:50
THE UN: PART 2	ISRAEL: An historic vote in the UN created the state of Israel, but peace is elusive.	4:35	20:25
SLAVERY	Some historians in Ghana say Africans share the guilt for ancient slave trading.	3:40	24:05
FREE PRESS	RUSSIA: The reincarnation of the former state-owned TV network suffers growing pains.	3:20	27:25
CONSER-VATION	INDIA: Tiger population diminishes as poachers get wealthy.	2:00	29:25
CNN NEWSROOM WORLDVIEW CLOSE		:35	30:00

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* Talk to U.S. Ambassador to the United Nations MADELEINE ALBRIGHT *
* live, this Thursday evening at 7:45 p.m. (ET) on America Online. *
* The keyword is CNN. Click on SPECIAL LIVE EVENTS, then enter *
* the ON-LINE AUDITORIUM. *
****

TOP STORY: CLINTON/YELTSIN MEETING

1. Where was the latest U.S./Russia summit held and why was this site chosen? What agreements did the two sides reach? What major differences still exist between them?
2. Why is Russia still a major player in the international "chess game"? Do you think President Clinton and other western leaders should consult with Russian Pres. Yeltsin on matters of international concern?
   a. Distribute the HANDOUT (pg 4) to groups of students. Challenge each group to use its resources to find and briefly describe any one recent action (e.g., sale of arms, economic aid) by Russia in each region listed.
   b. Have groups indicate the U.S. reaction/response in each case.
   c. Finally, have groups speculate 1) who should make the "next move," 2) what that "move" should be and 3) present their responses.

   Conclude with a class discussion of Russia's role in the "new world order." Is Russia still a "superpower"? If so, why does it wield such power?
3. Who are the Russian "ultranationalists" mentioned in the video? Have students conduct research to learn more about the Russian ultranationalist movement and share their findings. Review the video with students and discuss how Russian ultranationalists might react to the summit and the topics discussed.

TEENS IN TROUBLE: PART 2

4. What are the goals of the IMPACT program? Who runs it? How would you describe life for the participants? In what way is this a "last chance" for these individuals? Do you think the IMPACT program is a good idea? State your rationale.
5. Explain how discipline is the cornerstone of this program. Have your ever participated in a program where strict discipline was the rule? If so, what did you think of the experience? Did it make you a "better" person? Explain.

** TEACHERS: CNN NEWSROOM will air an encore presentation of its first WORLDVIEW series on ETHIOPIA beginning November 6th. **

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

Boris Yeltsin Bill Clinton Franklin Roosevelt Winston Churchill
Hyde Park NATO IMPACT U.S. Marines first time offender

*** * * *** ** *
* * * * * * *
* * * * * *
*** * ** * *** DESK: PHILIPPINES CARTOONS

1. BEFORE VIEWING: Ask students: What do you find humorous? Does everyone find humor in the same depictions and situations? Brainstorm a list of differences among people that could and/or would affect a "tickling of the funny bone."

2. AFTER VIEWING: What is the relationship between culture and humor? Discuss the cultural heritage of the Philippines then have students speculate why the Philippines is uniquely positioned to act as a "translator" between western and Asian cultures.

3. What is "western humor" as implied in the video segment? Brainstorm characteristics of western culture that are evident

TOP STORY: THE U.N. AT 50

1. What is the "good news/bad news" regarding the U.N.'s performance as global peacekeeper? After viewing, challenge students to a) find specific examples of U.N. peacekeeping efforts around the world; b) rate each as "good news" or "bad news"; and, c) share their "lists" with the class. Overall, how would students assess the U.N.'s role in keeping the peace for the past 50 years? Is it realistic to expect any global organization to truly "keep the peace"? Discuss.
2. Have students analyze and discuss the following statement from the video: "The proclamation of those noble objectives on one hand, and their implementation on the other, have reflected, on many occasions, double standards." First, group students to research the "objectives" of the U.N. (U.N. Charter may be a good place to start) and share their findings. Has their implementation reflected a "double standard"? Have each group choose one U.N. action and determine, in each case, whether the organization clearly held true to its "noble objectives."

OUR WORLD: "GLOBAL VILLAGE"

3. What are Denver area students learning through their visit to the "Global Village"? How does the experience change them? Do you think the "Global Village" simulation is an effective teaching tool? Explain.
4. After viewing, ask students if they thought there were any cultures/living conditions that should have been included that were not. Challenge each group of students to outline ideas for an exhibit that would demonstrate how children survive under other tough conditions. Have each group share its ideas.

THE ECOLOGY: SEALS IN DANGER

5. What are PCBs? How do they threaten the lives of Harbor Seals in San Francisco? How do toxins affect the seals' immune systems? Why do scientists believe that sea lions living in the Bay are less at risk?

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

U.N. Charter Jean Bertrand Aristide Rwanda genocide covenants Bosnia Gulf Crisis Taiwan General Assembly Yasser Arafat efficacy New York Philharmonic terrorism double-standard Global Village relief favela tenement PCBs toxin Harbor Seal

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PERFUME WARS DESK:

1. BEFORE VIEWING: Take a class survey: What colognes or perfumes do you wear? Which did you purchase last? Why? Did you switch from another name-brand cologne? Why/Why not?

2. AFTER VIEWING: What marketing tips were in the video? Does the class survey demonstrate that these tips work? Explain.

3. On the chalkboard, list the scents spotlighted in the video -- Tresor, Chanel No. 5, Gautier, C-K One. Next, have students identify the demographic market that each is trying to reach. For example, C-K One targets both men and women under age 25.
   a. Have students go on a media scavenger hunt -- TV ads, newspapers, department store flyers, billboards, radio --

or implicit in "western humor" and ask student volunteers to illustrate those characteristics in some form of humor -- a joke, humorous story, folktale, etc. As a class, identify key cultural elements in the humor that, if removed, either would take the "joke" out of the joke or would render it incomprehensible.

EXTENSION: Send students on a scavenger hunt for examples of humor from diverse cultures. Share these in class and identify the unique cultural components of each offering.

4. Have students define "annual per capita income" and compare the figure given in the video segment for the average Filipino with the figure for the monthly salary earned by Filipino cartoonists. Express these figures as percentages. Ask: What would you deduce about the value placed on this industry in the Philippines? in Asia? in the U.S. Explain. By inference, what economic niche does the entertainment industry have in world economies? Explain.

5. Compare the production figures given in the video segment for production of cartoons in the U.S. and in the Philippines, then have groups research
   a. the income generated in the U.S. by the entertainment industry. Remind students that sports and sports-generated enterprises, including merchandising and media events, are part of the entertainment industry.
   b. the percentage of their income U.S. consumers spend on the entertainment industry.

   Discuss groups findings and figures, then ask students to speculate on the impact U.S. spending habits might on the this new Asian industry.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

wholly owned subsidiary Manila Philippines per capita income

STUDENT HANDOUT: U.S./RUSSIA -- DIPLOMATIC CHESS

DIRECTIONS: How does Russia still influence global political stability? What "moves" in recent years have brought reactions from the U.S.? Use what you have learned from today's TOP STORY and information from your resources to help you complete this HANDOUT. First, find a recent (post-Cold War) action by Russia in each region listed. Next, indicate the U.S.'s reaction or response. Finally, indicate what you think the "next move" by either side should be.

RUSSIA'S ACTION IN	U.S. REACTION/RESPONSE	"NEXT MOVE"
The Middle East:		
Latin America:		
Southeast Asia:		
Eastern Europe:		

Share your responses with the class. In this post Cold War "game" of "international chess," why do you think Russia maintains its status as a "king"? How does Russia's foreign policy have a bearing on global stability? Do you think the Western nations should be "courting" Pres. Yeltsin? Explain.

NEWSROOM WORLDVIEW

THE UNITED NATIONS (PART 2): INTERNATIONAL COOPERATION; ISRAEL--UN RESOLUTION; MIDDLE EAST--POLITICS

1. Describe the political situation in the Middle East in the mid-1940s. How were Western powers involved? How did this involvement continue to have an impact in the Middle East even after the establishment of the state of Israel? As a class create a chart to show the "ripple effect" of the 1948 United Nations resolution. Place the resolution at the center and add events and countries involved in concentric circles formed outside the center. What is the latest "ring"? CHALLENGE: Are there other UN resolutions that have had such far-reaching impact? Have student groups search for other resolutions and describe their ripple effects. What effects may not yet have been felt in more recent resolutions?

INTERNET: http://www.un.org/

SLAVERY: AFRICA, WEST--HISTORY; SLAVE TRADE

2. What have researchers in Ghana discovered? Guide students to discuss the impact of these findings. Have students use information from the video and other sources to incorporate the newest historical research into their talk as a tour guide at Cape Coast Castle in Ghana.

INTERNET: http://acorn.educ.nottingham.ac.uk//SchEd/pages/eb/welcome.html

FREE PRESS: RUSSIA--POLITICS; MEDIA

3. How is political and economic change in Russia reflected in the media? Why might freedom of the press be shaky in an unstable democracy? Does the Russian government still influence the media? Does the federal government have any influence on television and/or radio stations in the U.S.? Explain.

INTERNET: http://langlab.uta.edu/langpages/Russian.html

CONSERVATION: INDIA--POACHERS; TIGERS--ENDANGERED

4. What issues make stopping tiger poaching in India most difficult? How are conservationists and the Indian government working together?

EXTENSION: Can the United Nations have an impact on conservation? Have students decide which UN agency handles the environment. Next, have them brainstorm strategies the international community might set up to stop poaching in India.

INTERNET: gopher://gopher.undp.org:70/00/uncurr/press_releases/HE/94_03/846

----------WORLDVIEW: TODAY'S NEWS TERMS----------

State of Israel	Joseph Stalin	UN Resolution	slave trade
privatization	freedom of press	conservation	tiger poaching

Wednesday, October 25, 1995

NEWSROOM

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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	The U.N. reflects on its first 50 years.	3:00	4:10
LOOK AHEAD	Ambassador Albright on-line (see pg 2)	:35	4:45
HEADLINES	CLINTON AND JIANG MEET....	1:00	5:45
OUR WORLD	The "Global Village" exhibit is making a big impression on kids.	3:15	9:00
NEWSQUOTE	...from Charles Baudelaire, French poet...	:30	9:30
BUSINESS DESK	Fragrance companies go "nose-to-nose" in the battle for customers.	2:10	11:40
DEFINITION	... of PCBs...	:30	12:10
ECOLOGY	PCBs threaten seals in San Francisco.	2:20	14:30
TOSS TO CNN	NEWSROOM WORLDVIEW ----------	1:25	15:55
THE UN: PART 3	CHINA: With one resolution, China was admitted into the UN and Taiwan was expelled.	4:20	20:15
WAR CRIMES	EGYPT and ISRAEL made peace 10 years after the Six-Day War, but conflicts remain.	2:10	22:25
ECONOMICS	CAMBODIA: Their economy lags behind that of many of their Southeast Asian neighbors.	3:55	26:20
CHECK IT!	HAITI: Art is a primary industry here.	2:50	29:10
CNN NEWSROOM WORLDVIEW CLOSE		:50	30:00

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to add scents to the list and to continue matching the demographic target markets.

b. As a class, analyze the perfume market:
   * Most new scents are aimed at _____.
   * The advertising medium most used is_____.
   * Most scents are named by _____.
   * New scents (do/do not) expect a broad market.
   * The ad campaign that seemed most successful in reaching its target was _____.

c. Based on their analysis, have student groups develop a media plan to sell perfume. Have them use HANDOUT (pg 4) to select and schedule their media promotions.

4. "Perfumes, colors and sounds echo each other." If Charles Baudelaire (French poet, 1821-1867) was right, then blending these would make the perfect television ad campaign for a special scent. Based on perfume ads students have seen, do advertisers agree with Baudelaire? Explain. Have students select their favorite scents and describe the colors and sounds (music, songs, natural sounds) that would best represent that scent. Have the class critique student matches. Which choices would best "sell" the perfume? Why?

5. Have students write the names of 3 celebrities on small slips of paper. Shuffle the slips and pass them back to the class. The challenge: A perfume has been named for the celebrity you have selected. Describe the scent and what goes into it. Who's the target market? Why?

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

ad campaign makeover target market promotion image

STUDENT HANDOUT: MEDIA PLAN MEMO

TO: Advertising Department
FROM: Management
RE: Promotion of our newest scent, _____

Please submit ASAP a media plan to sell _____.
We are counting on you to reach our target market, _____
_____, in the least expensive and most effective manner.

THE MEDIA:	% $	EXPECTED REACH*	EXPECTED FREQUENCY**	RATIONALE
NEWSPAPER (lowest cost per 1000)				
TELEVISION (maximum reach; highest absolute cost)				
DIRECT MAIL (personalized; expensive)				
RADIO (low cost; low reach)				
MAGAZINES (selectivity; long life; delayed reach)				
OUTDOOR (inexpensive; poor reach and frequency)				

* Reach is the number of potential viewers or readers.
** Frequency is the number of times the average person is exposed to the message.

SCHEDULING CHOICE: _____ Blitz* _____ Pulsing** _____Flighting***
* A blitz spends a large percentage of the ad budget at once.
** Pulsing is a fairly regular series of bursts of advertising.
*** Flighting is similar to pulsing, less regular, more strategic.

NEWSROOM WORLDVIEW

THE UNITED NATIONS (PART 3): INTERNATIONAL COOPERATION; CHINA--1971 UN RESOLUTION; TAIWAN

1. BEFORE VIEWING: Use a map to guide students' discussion of the break between Taiwan and The People's Republic of China. AFTER VIEWING: What role did the U.N. play in the politics between the two Chinese nations? How did U.S. politics influence the outcome of the vote? Have students search to discover other international situations that illustrate the saying: "The enemy of my enemy is my friend."

INTERNET: http://www.hk.super.net/~milesj

WAR CRIMES: EGYPT--SIX-DAY WAR; ISRAEL--SIX-DAY WAR; WAR CRIMES

2. What is Israel willing to do for victims of war crimes committed in the Sinai in 1967? What do Egyptians want? Could arguments affect peace talks in the Middle East? Explain. CHALLENGE: War crimes are evident in every war. Have groups of students search to discover ways different countries have worked out compensation and retribution for crimes committed during conflict. Based on class findings, which strategy would most likely continue peaceful relations for Egypt and Israel?

INTERNET: http://www.cco.caltech.edu/~bosnia/criminal/criminals/html

ECONOMICS: CAMBODIA--ECONOMICS; INDUSTRY

3. WHILE VIEWING: List reasons that Cambodia has not experienced the economic boom of many of its Asian neighbors. AFTER VIEWING: Based on information from the video, maps and other resources, have groups map out a campaign to entice investors to Cambodia. What assets will they exploit? How will they address specific objections? Which countries/industries will they pursue? Why?

INTERNET: http://www.adfa.oz.au/CS/flg/wf93/cb.html

CHECK IT OUT: ART, HAITIAN; INDUSTRY

4. Have students create a class list of descriptors for the Haitian art shown in the video. What similarities remain between folk crafts and more sophisticated examples of Haitian art? Why is art a primary industry in Haiti? Have students select one of the paintings from the video, or an example of Haitian art from another source, to use as Haiti's "Ambassador to the world." Have students write captions to illustrate and promote social and political change in Haiti.

INTERNET: http://www.egallery.com/about.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

People's Republic of China Chiang Kai-shek Taiwan war crimes
Six-Day War Sinai Cambodia USAID Haiti naturalism

Friday, October 27, 1995

NEWSROOM

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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	Quebec gears up for an historic vote, as a cry for separation reaches a fever pitch.	4:15	5:25
HEADLINES	BUDGET BILL UPDATE...SELENA TRIAL...	1:30	6:55
EDITOR'S DESK	CNN NEWSROOM updates stories on Boris Yeltsin, the U.N. and MidEast peace.	3:20	10:15
NEWSDATE	On this date...1904...1978...	:30	10:45
OUR WORLD	In concert with the community, the LAPD gives at risk teens a new start.	2:40	13:25
LOOK AHEAD	Challenge gravity in a hot-air balloon.	:30	13:55
CHECK IT OUT	Shuttle astronauts open Game 4 in Ohio.	:30	14:25
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:40	16:05
THE UN: PART 5	The World Health Organization (WHO) eradicated smallpox in the 20th century.	3:40	19:45
WOMEN AND WAR	CHECHNYA: The women here did not start the fighting, but have suffered its consequences.	2:45	22:30
ECONOMIC SUPPORT	CHILE: Indigenous peoples are supported in their search for economic stability.	3:30	26:00
CHECK IT OUT	EGYPT: Archaeologists work to capture lost treasures of ancient Alexandria.	1:50	27:50
CNN NEWSROOM WORLDVIEW CLOSE		2:10	30:00

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* TEACHERS: CNN NEWSROOM will present an encore presentation of *
* its WORLDVIEW Ethiopia series beginning on November 6th. *
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TOP STORY: QUEBEC SECESSION VOTE

1. Where is the province of Quebec? How is it different, culturally, from other Canadian provinces? What historical factors have led to these differences?
2. How could a vote for independence affect Canada and Quebec politically, socially and economically? In groups, have students research the benefits and drawbacks of a vote for secession in each of these categories. Then direct each group to use what it has found to create two one-minute spots that might air on Canadian T.V. -- one spot for, one against Quebec independence. Have groups "perform" their ad campaigns.

EDITOR'S DESK/NEWSQUIZ

3. Distribute the NEWSQUIZ (pg 4). Have students work independently to identify correctly the "newsmaker" with the "quote" that he/she might have said. Each quote gives students clues to that person's identity. Tell students that there will be some names left over. ANSWERS: 1-Boris Yeltsin; 2-Jean-Bertrand Aristide; 3-Fidel Castro; 4-Yasser Arafat; 5-Julia Mena; 6-Madeleine Albright; 7-Jean Chretien. Check the answers, then divide the class into groups and have each choose one newsmaker as the subject of an in-depth written profile.

OUR WORLD: AT-RISK KIDS

4. Describe the "Jeopardy" program. How does the program help take kids' minds "off the negativity"? Do you think programs like this one are deterrents to juvenile crime? Explain.

MEDIA LITERACY

5. All stories, no matter how objective, are as much the product of the writer's unique perspective, or "filter," as they are of the story's facts. Perspective is based on many factors, ranging from personal interest to physical factors, such as gender or age. Work through the exercise on the HANDOUT (pg 3) with students using today's TOP STORY. When students write their own reports, you may wish to have them work in small groups and insure that each group uses a unique set of filters.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Quebec	separatist	secession	chaos	nationalist
Nova Scotia	"distinct society" clause		province	Montreal
referendum	sovereign	hip hop	"Jeopardy"	LAPD

STUDENT HANDOUT: MEDIA LITERACY: FILTERS

DIRECTIONS: Review tonight's TOP STORY: QUEBEC REFERENDUM. Besides the fact that the writer is an American reporter, what other "filters" do you think are affecting his portrayal of Quebec's referendum?

1. From each category below, circle the item that most likely defines Sean Calleb's filter. Consider FILTER 1: Is he more interested in the political, social or economic aspects of this referendum?

2. On the lines immediately following each category, list images or statements from the video that support your point.

3. How do you think the report might change if written by a reporter with an entirely different set of filters? Choose a new set of filters and write a new script. What images would you want your camera person to "catch" for your script?

FILTER 1: Political Social Economic

FILTER 2: Observer Participant

FILTER 3: English-speaking French-speaking

FILTER 4: Male Female

FILTER 5: Housewife Business person Teacher Politician Student

NEWSMAKERS

DIRECTIONS: This was a week filled with names of international newsmakers! Look at the list of news names below. Some of them "might" have said one of the following "quotes," which contain clues as to who said them. Fill in the correct newsmaker below his or her quote. After you have checked your answers, choose one newsmaker and prepare an in-depth profile of that person.

Jean Cretien	Yasser Arafat	Bill Clinton
Julia Mena	Boris Yeltsin	Jean-Bertrand Aristide
Madeleine Albright	Fidel Castro	Yitzhak Rabin

1. "I may not agree with you on all issues concerning Bosnia, President Clinton, but I do agree the situation merits world attention."

   NEWSMAKER:_____

2. "I thank the United Nations for restoring democracy to my native Haiti."

   NEWSMAKER:_____

3. "My people in Cuba want to be part of the global economy."

   NEWSMAKER:_____

4. "As a leader of the Palestinian people, I am disappointed that the Mayor of New York asked me to leave this concert."

   NEWSMAKER:_____

5. "I am proud to serve as the Vice-President of Nicaragua."

   NEWSMAKER:_____

6. "I hope students will gain some insight into my job as U.S. Ambassador to the United Nations from our on-line talk."

NEWSMAKER:_____

7. "I, too, love my native Quebec, but as your Prime Minister I ask you to vote to keep Canada unified."

NEWSMAKER:_____

NEWSROOM WORLDVIEW

THE UNITED NATIONS (PART 5): UNITED NATIONS--WORLD HEALTH ORGANIZATION; SMALLPOX; VACCINATION

1. BEFORE VIEWING: What is the one disease eradicated by human intervention? AFTER VIEWING: Describe the war on smallpox. How did the fight cross political borders? Have students draw editorial cartoons that illustrate this successful "war."

EXTENSION: Can the eradication of smallpox serve as a template for international cooperation in other areas besides health? Have students draw editorials to illustrate their opinions.

2. WHILE VIEWING: Chart the U.N. agencies mentioned in the video and their purposes. (World Bank, Atomic Energy Agency, World Health Organization) AFTER VIEWING: Have students search to add to their list of agencies then, in small groups, represent one agency and prepare and deliver a 2-minute speech to seek financial support from the U.N. General Assembly.

3. AFTER VIEWING this week's series, have students state reasons for its title, "Divided It Stands." Can a divisive U.N. stand?

INTERNET: http://lynx.who.ch; http://nesihp01.iaea.or.at;

WOMEN AND WAR: RUSSIA--CHECHNYA; RUSSIA--CIVIL WAR

4. Have students take on the role of one of the women from Chechnya and write a poem, a letter or a series of diary entries that look at war from the woman's perspective.

EXTENSION: Have students find and share stories in which war is ended by putting women, children, aliens or others in charge. Create a class annotated reading list for the media center.

INTERNET: http://www.nando.net/prof/poynter/hr010995.html

ECONOMIC SUPPORT: CHILE--ECONOMICS; INDIGENOUS PEOPLES

5. Have students cite specific statements from the video to illustrate ways the Chilean government supports economic growth among indigenous peoples. What problems must be overcome in working with indigenous populations? What strengths do these people lend to the economic enterprise?

INTERNET: gopher://umslvma.umsl.edu:70/00/LIBRARY/SUBJECTS/BUSINESS//INTMKTG/CRPT/CRPT0016

CHECK IT OUT: EGYPT--HISTORY; ARCHAEOLOGY--ALEXANDRIA

6. WHILE VIEWING: Have students note the descriptions of archaeological finds in the Mediterranean. AFTER VIEWING: Have students research to outline short stories that incorporate these finds and recount a bit of Egyptian history.

INTERNET: http://www.sirius.com/~reeder/egypt.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

World Health Organization (WHO) smallpox eradication Chechnya indigenous communities Aymara Indians archaeology pharaonic

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******   ***     ***     *                    Monday, October 30, 1995
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**********     ***     *** NEWSROOM_____________________________
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	Quebec's voters go to the polls today to decide whether or not to secede.	4:35	5:45
HEADLINES	AZERBAIJAN SUBWAY TRAGEDY ... BOSNIA UPDATE ... ISRAEL TIGHTENS SECURITY	2:00	7:45
FUTURE DESK	In our automated world, we are becoming a "shy" society.	2:25	10:10
CHECK IT!	A balloon release to fight AIDS ...	:30	10:40
BALLOONS	(Part 1) The Albuquerque International Fiesta is a ballooning paradise.	3:35	14:15
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:00	15:15
TERRORISM: THE VICTIMS	Victims of terrorism find there are no shortcuts to recovery.	3:15	18:30
STEALING HISTORY	MALI: Thieves are stealing Mali's ancient antiquities for international art dealers.	3:35	22:05
JAPAN'S ECONOMY	Japan's once booming economy is slowing down.	2:45	24:50
MOSCOW'S IMAGE	No longer the drab capital of communism, Moscow is working on its image problem.	3:40	28:30
CNN NEWSROOM WORLDVIEW CLOSE		1:30	30:00

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* TEACHERS, DON'T FORGET: CNN NEWSROOM will air an encore *
* presentation of its Ethiopia series beginning November 6th. *
****

TOP STORY: QUEBEC VOTE

1. Why is today's election such an emotional one? What insight do the latest opinion polls give as to the possible outcome of this vote? Describe some of the differing opinions on the issue of secession cited in the video. State the reasons why some voters favor an independent Quebec. According to their opponents, how can some of these reasons hurt Quebec ultimately?
2. Divide students into groups. Have each choose one separatist movement in world history and conduct research to learn more about its rationale and its outcome. Why did some people want to secede? How did they make their wishes known? How did they attempt to carry out their political will? Have each group present its findings and compare each movement to what is happening in Quebec. Challenge each student to project himself or herself 20 years into the future and write a short paper explaining how history will view today's vote.

BALLOONING: PART 1

3. Describe the scene at the Albuquerque International Hot Air Balloon Fiesta. Who is Carolyn Grantham? What is it about hot air ballooning that appeals to her? Do you think this is something you might want to try someday? Why/Why not?
4. A "painted poem" is a freeform poem in which the words describing a specific theme or concept are arranged on the page in the shape of a concrete object symbolizing that theme or concept. After viewing the video segment on hot-air balloon travel, work through the steps on the HANDOUT (pg 4) with students. Provide them with the materials needed to "publish" the resulting painted poems. Display them for the enjoyment of all.
5. How does a hot air balloon work? What makes ballooning different from other forms of flying, such as flying by jet airplane, blimp or helicopter? Divide the class into groups. Have each choose any one form of flying and conduct research to learn how their flying machine works. Groups will prepare diagrams to explain the physical science principles behind each form of flight and present these to the class. How does the physical experience of flying in a hot air balloon differ from flying in a jet airplane? Why? Discuss.

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

separatist Quebec Ottawa Jean Chretien St. Lawrence River
Albuquerque International Hot Air Balloon Fiesta Carolyn Grantham

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* ***** * ***** * * ****** DESK: SHY SOCIETY

1. BEFORE VIEWING: What problems does a "shy" person have in life? What do you think might cause those problems? Heredity? Experience? Explain. What would you suggest to help a shy person overcome his/her "disability"?

2. AFTER VIEWING: What "miracles" of the modern age are adding to the problems of shyness? Explain. Could any of these same machines and tools be used to help the shy person? How?

3. Brainstorm ways shyness could keep people from advancing or realizing their dreams. Create an advertisement for a shyness clinic that would draw people in without threatening them. Share your ideas with the class.

4. Brainstorm a list of skills you expect to learn in school. Consider interpersonal as well as academic and athletic skills. What daily experiences both in and out of class contribute particularly to your acquisition of interpersonal skills? Explain. Could these experiences be modified to heighten your learning? In what ways?
   a. Divide into small groups and outline simple lesson plans intended for use in class, by guidance counselors, in the office and on the playing field that would help shy students foster their interpersonal skills.
   b. Share these in a class critique.

   CHALLENGE: Flesh out your learning plan outlines and use your plans to teach interpersonal skills to a small group of younger students. Critique yourself:
   a. What worked and what "flopped"?
   b. What would you do differently?
   c. What would you be willing to share with other teachers?

5. Imagine a world in which more and more people used computers and electronic communication systems in their own homes to work, shop, learn...even to play, rather than in an office, school or park. Write a short story set in such a world. What problem will serve as the focus for your plot? How will your hero and/or heroine solve this problem? What does the story say about your opinion of such a possibility?

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------
shyness clinic human interaction low self esteem automated world

STUDENT HANDOUT: WOULDN'T YOU LIKE TO RIDE IN MY BEAUTIFUL BALLOON?

DIRECTIONS: Follow the steps below to create a painted poem on the subject of hot-air balloons. Ask your teacher for a poster or large sheet of paper to publish your final, edited creation. Color or graphic touches can enhance your poem, but be careful.... "Writers paint with words!"

STEP 1: List concepts, objects, themes or subjects inspired by the video that would lend themselves to a painted poem on hot-air balloons. The best ideas are those that could be easily depicted in a simple line drawing.

STEP 2: List verbs that depict the action a viewer would see, hear, do or feel while experiencing a ride in a hot-air balloon.

STEP 3: List colors or sounds that a viewer would see or hear while experiencing a ride in a hot-air balloon.

STEP 4: List phrases, metaphors or similes that give a new slant or clarify the picture of travel in a hot-air balloon.

STEP 5: On the back of this sheet, combine items from each list to create lines of poetry.

STEP 6: Go back over your lines.
   a. Indicate their order from first to last.
   b. Look for words and phrases that might not fit. How can they be improved?

c. Could you find better words for some of the lines?
d. What would make a good title?

STEP 7: Check for spelling. How will you punctuate?

STEP 8: Determine the shape you will follow. Rewrite your final version following the lines of your chosen symbol.

NEWSROOM WORLDVIEW

THE VICTIMS OF TERRORISM--TERRORISM; VICTIMS OF CRIME--TERRORISM

1. The INTERNET addresses contain information on counter-terrorism with information for screen and fiction writers who want to portray terrorism in their writings. Using information from these addresses or from experience with fictional terrorism, challenge students to write a short story in which a terrorism victim copes with the world in the aftermath of his or her experience. Share your stories online or in class.

INTERNET: http://www.interlog.com/~vabiro/pubs/publications.htm
http://crimewriters.com/crime/terrorcolumn.htm

STEALING HISTORY: MALI; ART, MALIAN; ART THEFTS

2. What two assets are art thieves stealing from Mali? What are the pros/cons of this black market trade for Mali? Explain.
   a. Divide into 3 groups: 1) Malians in favor of the trade; 2) Malians opposed to the trade; 3) Negotiators who must find a compromise that is in Mali's best interests.
   b. Each group should prepare its arguments and prioritize its needs. Use the INTERNET address as a resource.
   c. Participate in a negotiation session among spokespersons for each group. Were you able to find a satisfactory compromise? Why/Why not?

INTERNET: http://www.sas.upenn.edu/African.Studies/Country-Specific/Mali.html

JAPAN'S ECONOMY--JAPAN--ECONOMICS; NEWSPAPER ADVERTISING

3. Find advertisements that focus attention on either a) product quality or b) low price. Compare the ads. How do marketers spotlight their chosen "lure"? What are the features of both types of ads? Divide into small groups and choose a product to advertise in your local newspaper. Your ad should attempt to lure buyers interested in price AND in quality. CHALLENGE: Research to create such an ad for a Tokyo newspaper.

INTERNET: http://shrine.cyber.ad.jp/~repka/main.html

MOSCOW'S IMAGE--RUSSIA--MOSCOW; RUSSIA--CULTURE

4. What are all the many possibilities for gain in Moscow's beautification project? Explain. Use texts or encyclopedias to examine the many cultures that influenced Russia. Then design a section of the new park to highlight that culture. Share your designs in class.

INTERNET: http://www.klae.su/www/wtr/

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

trauma pathology crisis intervention cultural icons antiquities relics archaeological treasure economic slowdown sprucing up

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******   ***     ***     *                    Tuesday, October 31, 1995
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**********     ***     *** NEWSROOM_____________________________________
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	Supporters of a unified Canada claim a narrow victory in the Quebec referendum.	3:15	4:25
HEADLINES	MID-EAST/NORTH AFRICA SUMMIT BEGINS...	:20	4:45
INTERNAT'L DESK	As the world grows "smaller," the threat of infectious disease looms larger.	2:50	7:35
...YOU KNOW?	Halloween is creeping into France...	:20	7:55
BALLOONS	(Part 2) One man's love of ballooning has opened up a world of experiences.	4:15	12:10
BEYOND THE GAME	Fans of Baseball's World Champs honor their Brave heroes.	2:25	14:35
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:25	15:50
REPORTERS OF WAR	Journalists gathered to remember compatriots killed covering wars.	2:45	18:35
DENGUE FEVER	BRAZIL: Health experts are searching for the deadly virus that causes dengue fever.	3:10	21:45
ISLAMIC FUTURIST	A prominent Islamic scholar believes the days of Muslim religious violence are over.	3:35	25:20
PET PALS IN JAPAN	In Tokyo, pet owners can take their pets out on the town to a "pet restaurant."	2:45	28:05
CHECK IT!	Bungee-jumper leaps from hot-air balloon.	1:10	29:15
CNN NEWSROOM WORLDVIEW CLOSE		:45	30:00

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TOP STORY: QUEBEC REFERENDUM

1. Summarize the results of yesterday's referendum on Quebec independence. How did Canada's Prime Minister get involved in this issue? Although the separatists lost, why are many observers concerned about the future of the province?
2. As one Quebec-based columnist put it, "Almost half of Quebec will be mourning either what was or what could have been." In a class discussion, have students offer their ideas of "what could have been" had Quebec voted to secede. How would worldwide financial markets have reacted today? What might have been some of the immediate political fallout from this decision? Challenge students to predict the ripple effects of a secession vote. Would such a vote have been "good" for Quebec? Why/Why not?

BALLOONING: (PART 2)

3. What kinds of things must pilots of hot air balloons consider when planning their flights? Are these considerations different from those of airplane pilots? Explain.
4. Where have Earle Miller's flights taken him? How does he commemorate these flights? Ask: If you could fly over any place in a hot air balloon, where would you fly? Challenge students to use any creative medium (e.g., painting, poetry, music) to convey their "experience" to other students. Display or have students present their creations.

BEYOND THE GAME: BASEBALL VICTORY PARADES

5. Why did the cities of Atlanta and Cleveland throw victory parades for their baseball teams? How did the players interviewed in the video feel about the event?
6. After viewing the video segment, brainstorm to generate a list of words describing the sights and sounds of a victory parade. Challenge each student to select a victory parade from any time in history and write a short paper as a "reporter," from any given vantage point, describing what he/she sees and hears. Refer students to the list of words from the brainstorming activity to help them. Encourage creativity and allow students to cover parades that "might" have taken place, such as a victory parade after the first Olympic games in ancient Greece. Have students share their "reports."

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

Lucien Bouchard bloc precision Atlanta Braves Cleveland Indians

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*** * ** * *** DESK: WORLD EMERGING DISEASE

1. BEFORE VIEWING: Lead a discussion of the status of diseases once considered to be deadly and now hardly ever mentioned. List these on the board as students mention them. Ask: What happened to these diseases?

2. AFTER VIEWING: Have students comment on the diseases named in the video segment. Do any appear on the earlier list? To what does the World Health Organization (WHO) attribute the re-emergence of diseases once thought to be eradicated?

3. What is WHO? Under what "global umbrella" does it fall? Ask students to theorize why containment of an epidemic would fall under the purview of an international organization.

4. Have students define "epidemic" then identify and list on the board several epidemics in the recent and not-so-recent past. As each is discussed, ask the students to indicate on a world

map those areas affected by each outbreak. Discuss the kinds of multi-national efforts needed to contain an epidemic. NOTE: See discussion of dengue fever in WORLDVIEW (pg 5).

5. Divide the class into small groups. Replay the video segment and ask each group to write down, then discuss, factors contributing to disease outbreak. For each factor named, as well as any others, have groups use texts, on-line and/or media sources to
   a. attribute that factor to the spread of one infectious disease;
   b. identify the source country/region for the disease;
   c. create a color-coded map showing the spread of the disease and include an accompanying timeline; and,
   d. update the status of that disease.

   Share groups' products, analyzing and discussing patterns and trends in found in students' research.

6. An Institute of Medicine committee report (1992) states, "...in the context of infectious diseases, there is nowhere in the world from which we are remote and no one from whom we are disconnected." Distribute the HANDOUT (pg 4). In groups, have each student follow the directions to complete the "Passport" for one infectious disease. Share the completed Passports and discuss the domino effect an unchecked epidemic would have on the political/economic/social "health" of bordering nations.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

outbreak	Ebola virus	Zaire	WHO	infectious disease
epidemic	tuberculosis	cholera	vector	complacency

STUDENT HANDOUT: BORDER ALERT! BORDER ALERT!

DIRECTIONS: You are patrolling your nation's border and have been told to confiscate the passports of any viruses attempting to enter your country. Choose a nation -- and a virus -- and record all pertinent information below.

1. Identify your country.
2. Draw a "picture" of your virus.
3. Identify virus by common and scientific name.
4. Indicate virus's "birthplace" (place of origin).
5. List potential spread of an unchecked virus (potential border crossings).
6. Write down all identifying characteristics.

PASSPORT

COUNTRY: _____

Picture:	Potential Border Crossings:
Name: _____	Identifying Characteristics:
_____	
Place of Origin:	

REPORTERS OF WAR--REPORTERS AND REPORTING

1. "Fireman" is the term applied to those journalists who endanger themselves on the front line of a war in order to get a story. Brainstorm reasons a reporter would be willing to become a network's "fireman." Then brainstorm skills and characteristics needed for this job. Would you be a "fireman"? Explain.
2. "They knew full well the danger that existed. They knew full well...that journalism mattered there." What do you believe is the responsibility of a journalist on the front lines of a war? State, in 25 words or less, what you consider to be an ideal code for a "fireman" to follow. Incorporate the quotation at the beginning of this activity.

RESOURCE: CNN: PRESS GOES TO WAR. Turner MultiMedia, 1991.

DENGUE FEVER: BRAZIL--PUBLIC HEALTH--EPIDEMICS

3. Research to find stories of the medical community's fight against such mosquito-born diseases as encephalitis and malaria. What steps were taken to control, if not eradicate, each deadly illness. If you were in charge of protecting your community from dengue fever, what would you ask experts? Compile and prioritize questions from the class. Invite a panel of medical experts to address the top ten questions from your list in a class discussion.

INTERNET: http://www.who.ch/welcome.html

ISLAMIC FUTURIST--ISLAMISM

4. Define the term "fundamentalism," using dictionaries, encyclopedias and other source books. What is it? On what does it base its power? Where does it appear to be most powerful? Why? On the basis of your definition agree or disagree with Zia Sardar's position on the future of Islamic Fundamentalism. Explain, citing statements from the video and your research.

INTERNET: http://www.yahoo.com/society-and-culture/religion/Islam/

PET PALS IN JAPAN--PETS; ANIMALS--FOOD; JAPAN--SOCIAL LIFE & CUSTOMS

5. List the names and types of restaurants found in your community. Assign restaurants to groups of students. Each group must use cookbooks and information about the eating habits and needs of dogs and cats to design a special menu for these pets that reflects the cuisine and attitude of their assigned restaurant.

INTERNET: http://www.acmepet.com/canine/canine.html

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

war correspondent reminisce strains dengue fever tropical disease fundamentalist militant antithetical the cat's meow decadent